



College and Research Libraries



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College and Research Libraries

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By WILLIAM H. CARLSON

The Research Worker and the Library¹

THE INCREASE of books and print is an outstanding phenomenon of this strange and fearful world in which we live. University librarians do not, of course, need to have this development and problem, with which they constantly live and work, brought home to them. Nevertheless, it is germane to the purposes of this paper to reflect upon current and future trends of this growth, since it affects and will continue to affect all users of libraries. It is only yesterday, in geologic and anthropologic time, that man discovered the magic of print from movable metal type. Yet in this relatively brief period, from the time of Gutenberg to the present, civilization has moved rapidly forward (if it can be said to be forward) on a veritable and rising wave of printer's ink rolling over an ever-expanding sea of paper. So enormous have become the piles and tons of hieroglyphics-covered paper, upon which our civilization rests, that one archivist has said, "... we are inextricably entangled in our ribbons and reams of paper and sometimes we hear complaints that it is slowly choking us to death, that our civilization built on this fragile substance will ultimately die of it."²

Certainly the rising wave of printer's ink and our paper-filled library catacombs have carried us inexorably toward the steam engine, electricity, the telegraph, the gas engine, radio, television, radar, and now the

nuclear fission of matter, all in constantly increasing tempo. It has carried us, too, toward libraries, as we all know, that can count their books more accurately in miles than volumes. Analysis of the physical growth of the Library of Congress, symbolic of the rapid increase of written records, will dramatize the surging flood. In 1944 that great library added 481,733 books and pamphlets, bringing its total holdings to 7,304,181 volumes. At customary space calculations this amounts to 178 linear miles of books. What is most significant in this growth is that 12 miles were added during 1944 alone, that on an average the library adds almost one book per minute the year round and, at its 1944 rate of growth, 1310 books every 24 hours. Twenty-five or 30 books will troop to their places on the shelves of the Library of Congress while this paper is in the process of reading. Approximately 8000 more books will be added during the period of this A.L.A. conference.

Books definitely beget books, with each newcomer resting in some degree on its predecessor's back, ultimately to the beginning of recorded thought and experience. This writer is convinced that the increase of books is definitely in proportion to the convenience and economy with which men can set down in writing whatever seems to them important, and, as we all know, many things so recorded seem, and undoubtedly many actually are, very trivial indeed. We already have evidence and

¹ Paper presented at the meeting of the Association of College and Reference Libraries, Buffalo, June 18, 1946.

² Wilson, William Jerome. "Analysis of Government Records, an Emerging Profession." *Library Quarterly* 16:1-19, January 1946.

some studies of many libraries doubling their size roughly every sixteen years. While this cannot go on continuously, it seems certain that the numerical increase of books on a unit basis will continue to rise rapidly. Perhaps, some day, someone will work out ratios for this growth and establish a "law" of increase of books which will be duly set down in still another book.

When we contemplate increase, even at current rates, down through the years we get an awe-inspiring prospect. The Library of Congress, now adding books at the rate of 120 miles per decade, will add 360 miles during the normal professional lifetime of a young librarian now entering its service or almost twice as many books as it now has altogether. It will add 180 miles or once again as many books as it now has during the remaining professional life expectancy of this writer.

Place of Libraries

These reflections contribute to a consideration of the relationship of faculty members and research workers to libraries in this new atomic age because that relationship must necessarily be conditioned and largely determined by the vast and increasing mass of materials which our academic and research libraries must encompass, organize, and digest to the point where it is readily and conveniently available for the use of the research worker. How this problem will be met and what directions our libraries will take under their mounting burden and obligations is indeed one of the important educational and cultural problems of the atomic age. One thing is certain. The problem transcends the facilities of any one library. It will require eventually the cooperation, or at least will involve the operation, of all libraries, large and small, on a world basis.

It seems to this observer that two solu-

tions are most likely to result. The one would be the founding of a number of large superlibraries in the nature of huge reservoirs or storehouses located strategically throughout the nation and throughout the world and charged with the cooperative and integrated responsibility of collecting all the important written records of the past and future. The libraries of outlying academic institutions and research centers could then content themselves with a basic collection of the most important and current literature with all the less frequently used material supplied from the central reservoirs by some rapid transit method such as telegraph or television photography, rocket tube, or some other of the fantastic gadgets which the inventive genius of mankind, resting directly upon the books in our libraries, is making not only possible but commonplace.

Specialization

The other possible solution will be the spreading of the burden by specialization among libraries, as already promoted by the Library of Congress, the Association of Research Libraries, and our bibliographic centers. For the immediate future this seems the most likely development. It is quite possible that a combination of the two solutions may be arrived at. As we all know, there have been developments, not too satisfactory up to the present moment, which give promise of at least a workable solution of the physical problems of housing our mushrooming libraries. It is therefore not our miles of books, in terms of the present codex book, that needs to concern us so much as the ways in which this material can be satisfactorily organized for use. A correlated problem of the cultural world is the ability of man to master and understand the records of his past, both in the physical and the social sciences. Van-

nevar Bush, the director of the Office of Scientific Research and Development and one of the most brilliant thinkers in matters scientific in the world today and upon whom this paper leans heavily, says this:

There is a growing mountain of research. But there is increased evidence that we are being bogged down today as specialization extends. The investigator is staggered by the findings and conclusions of thousands of other workers—conclusions which he cannot find time to grasp much less to remember, as they appear. Yet specialization becomes increasingly necessary for progress, and the effort to bridge between the disciplines is correspondingly superficial. . . . If the aggregate time spent in writing scholarly works and in reading them could be evaluated, the ratio between these amounts of time might well be startling. Those who conscientiously attempt to keep abreast of current thought even in restricted fields by close and continuous reading might well shy away from an examination calculated to show how much of the previous months' efforts could be produced on call. The difficulty seems to be not so much that we publish unduly in view of the extent and variety of present day interests, but rather that publication has been extended far beyond our present ability to make real use of the record.³

Coming directly to problems within the province and concern of all bibliographers and all university librarians, Mr. Bush says this:

Professionally our methods of transmitting and reviewing the results of research are generations old and by now are totally inadequate for their purpose. . . . The summation of human experience is being expanded at a prodigious rate and the means we use for threading through the consequent maze to the momentarily important item is the same as was used in the days of square-rigged ships. . . . The real heart of the matter of selection, however, goes deeper than a lag in the adoption of mechanisms by libraries or a lack of development of devices for their use. Our ineptitude in getting at the record

is largely caused by the artificiality of systems of indexing. When data of any sort are placed in storage they are filed alphabetically or numerically and the information is found (when it is) by tracing it down from subclass to subclass. It can be in only one place unless duplicates are used; one has to have rules as to which path will locate it and the rules are cumbersome. Having found one item moreover one has to emerge from the system and re-enter on a new path. The human mind does not work that way. It operates by association. With one item in its grasp it snaps instantly to the next that is suggested by the association of thoughts, in accordance with some intricate web of trails carried by the cells of the brain. It has other characteristics of course; trails that are not frequently followed are prone to fade, items are not fully permanent, memory is transitory. Yet the speed of action, the intricacies of trails, the detail of mental pictures is awe-inspiring beyond all else in nature. Man cannot hope fully to duplicate this mental process artificially but he certainly ought to be able to learn from it. In minor ways he may even improve, for his records have relative permanency. The first idea, however, to be drawn from the analogy concerns selection. Selection by association rather than indexing may yet be mechanized.⁴

This latter suggestion, full of promise, is the first concept that this writer has come across which offers any hope of really simplifying and making more easily usable our increasingly ponderous bibliographic machinery.

One result of the recent (or should we say present) war and of the wary beach-head civilization is establishing in the atomic world has been the intensifying of the general awareness of the importance of our research libraries in the scientific field, at least, and the establishment of official governmental concern for the welfare and development of scientific libraries. This concern is given expression in *Science, the Endless Frontier*, the report of the Office of Scientific Research and Development to President

³ Bush, Vannevar. *Endless Horizons*. Washington D.C., Public Affairs Press, 1946, p. 17.

⁴ *Ibid.*, p. 17-32.

Truman. This report, released just about the time that the first atomic bomb was loosed on the world (and I say "world" advisedly), devotes an appendix to "Library Aids" which, under the three heads on interlibrary cooperation, abstracting and translating service, and bibliographic and reference service, emphasizes the problem of making scientific knowledge available to the scholar.⁵

No Service Satisfactory

The report says, as librarians well know, that none of these services is now entirely satisfactory, that even the largest libraries can no longer cover all materials. It proposes the establishment of a national research foundation and recommends that it use a part of its funds for a solution of the problem. It implies that really revolutionary technical aids may become available which will help us solve our bibliographical complexities, but that until this happens comprehensive plans for interlibrary cooperation are necessary. This includes, the report says, the necessity of having somewhere in this country one copy of every needed publication, which presumably means every copy of any consequence published. It is further suggested that sorting machinery and use of microfilm may "go far to improve" the searching of the literature and making bibliographies. It is recognized that this might require reclassification of science literature for at least the past several decades. "In the future," says the report, "this problem could be met by arranging for the classification of every article prior to publication, according to some prearranged system."

Here is an idea that has been voiced, time and again by librarians, only to fall by the wayside either because of the real

and very practical difficulties involved or because of the lack of sustained and centralized attention and financing. Perhaps, at long last, under official government sponsorship and support, such preclassification will come. A general reclassification of the literature of the past several decades to mesh with such preclassification involves even greater problems and will be much less likely to be achieved.

National Science Foundation Act

Legislation is, as of June 1946, pending in Congress (S.F. 1850), known as the National Science Foundation Act of 1946, designed to put the recommendations of the Office of Scientific Research and Development into effect. The present bill, the result of voluminous hearings before the Committee on Military Affairs, brings in opinions and ideas from the elite of our scientific and academic workers from all over the nation. As at present written, it establishes a national science foundation to be managed by an administrator, by and with the advice of a national science board. It provides for eight divisions, including one of publications and information, and authorizes three more divisions as need may arise.

This writer has been pleased to note that the bill, as now written, provides for one section to be devoted to the social sciences, and this in spite of the fact that a group of important scientists had testified that study of the social sciences could not be conveniently integrated into the work of the foundation and might better be handled separately. While there was no effort in this testimony to belittle the importance of the social sciences, we may take courage from the fact that young James Hummel, a science talent winner of 1945 and perhaps clearer of vision than his learned elders, testified before the committee that the so-

⁵ Bush, Vannevar. *Science, the Endless Frontier*. Washington, D.C., U.S. Government Printing Office, 1945, p. 112-15.

cial and cultural sciences have lagged behind the physical sciences because they cannot be studied as can the physical sciences, because "they are much deeper," and require research on an extremely vast scale and should therefore receive more attention than the natural sciences.⁶ Dare we hope that our young high school graduates, in multitude, are equally discerning?

Use Existing Agencies

It is not the intent of this pending legislation to set up new research agencies and machinery but insofar as possible to use the existing federal agencies and through contractual arrangements, existing university, college, and industrial research facilities. Included in the hearings on this vitally important legislation is a considerable body of data on the library, indexing, abstracting, and research problems stressed in *Science, the Endless Frontier*.

Albert F. Blakeslee, of *Biological Abstracts*, told the committee that the greatest impediment to the advancement of science at present is the lack of effective means by which the findings of scientists, especially those of other nations, can be mobilized and put to work.⁷ He said that the research literature of the biological sciences has now become so great that no scholar can follow it, even in his own field, without the most potent scholarly aids. Before the war there were at least 6,000 research periodicals in the biological fields alone, issued in more than 25 languages and publishing some 60,000 to 70,000 articles annually. Nowhere are all these journals available in their completeness, and no library is able to contain them all. Mr. Blakeslee says: "Aside from perhaps forty or fifty of the larger universities the biological libraries in

colleges, universities, and research establishments are pitifully inadequate. Research published in the more difficult languages, such as Russian and even Italian and Portuguese, is rarely seen and still more rarely applied. There are countless small institutions with very capable men who have at their disposal scarcely as many as a dozen of the research periodicals." Abstracting, microfilming, and borrowing is the best answer to this situation, says Mr. Blakeslee, thus giving each science a really effective clearing house of information. "There is probably no field of scientific activity in which the dollar applied can accomplish so much," he believes.

Federal Funds Necessary

But all this will cost money, more money, says Mr. Blakeslee, than can be secured from subscriptions or other present known sources of income. Replacement of the present obsolete methods of publication and fact-finding by modern methods can be done, he maintains, only with the resources of the federal government. The cost of translating, abstracting, and publishing Russian research literature in the biological, agricultural, and medical fields alone he estimates at \$165,000 annually. He therefore recommends that the proposed legislation confer upon the science foundation powers adequate to deal with these problems in whatever way national welfare and the changing times in which we live may require.

Harry Sobotka, of the Mt. Sinai Hospital, also emphasized before the committee the need of governmental cooperation and concerted planning on a national and international scale for the abstracting and indexing of literature, which he characterizes as a public service.⁸ To Germany's hegemony of scientific publication, Dr. Sobotka as-

⁶ U.S. Senate, 79th Congress, Subcommittee on Military Affairs. "Hearings on Science Legislation," p. 1205.

⁷ *Ibid.*, p. 1188-92.

⁸ *Ibid.*, p. 1192-93.

cribes much of the "myth" of her scientific pre-eminence as well as a considerable scientific handicap of the allied powers, in prosecuting both World Wars I and II. In addition, he says (and this all university librarians will applaud), it allowed the Germans to "exact a disproportionate financial tribute to their publishing business from the libraries of other nations."

It is neither possible nor desirable, says Dr. Sobotka, that Germany should resume her scientific publishing. Filling the vacuum left by her withdrawal therefore devolves on American and British science. Because of the size of the problem, this must be done on an accelerated basis.

He further states:

. . . Obsolete Continental methods must be supplanted with modern filing and indexing procedures developed through American ingenuity, as well as new methods of dissemination of information by microprint, microfilm, etc. Finally, any fear of quantitative and qualitative lack of domestic manpower for this job is wholly unjustified; on the contrary, participation of hundreds of American graduate students adds new education and economical prospects for the postwar generation of scientists . . . an active service of abstracting and reference literature in the exact sciences as well as in the historic sciences is one of the most important tasks of any National Science Foundation and must form an integral and properly organized part of its effort.

Basic Freedom of Science

Watson Davis, director of Science Service, told the committee that government support of a program for prompt and complete announcement of the results of research is necessary not only to put knowledge gained to work but to assure people of the world, as well as of the United States, of the basic freedom which science needs if it is to be effective and fruitful.⁹ Thus can ill will, created by keeping information

⁹ *Ibid.*, p. 161-68.

secret, be neutralized. Mr. Davis urges that essential knowledge be brought into a kind of "world brain." He says, and all librarians know how right he is, that abstract journals have struggled with this problem with laudable success in some fields and almost complete neglect in others. We have, therefore, a tremendous backlog of scientific knowledge, unpublished, unabstracted, unindexed, and untranslated, far beyond the ability of our present science organizations to handle.

Mr. Davis believes that if we are foolish enough to try to print all research in the traditional manner our presses (to say nothing of our libraries) will be hopelessly clogged. He recommends as a substitute, auxiliary publication through the deposit of the manuscript in a central place, to be numbered and abstracted by the central agency without cost. This central agency can then send out film copies of any deposited manuscript, as required, through its abstracting service. This idea is already in operation in the Bibliography of Scientific and Industrial Reports prepared, rather curiously, it seems to this writer, by the Office of the Publication Board, Department of Commerce, organized on June 8, 1945, as an interdepartmental board to assist the director of war mobilization and reconversion by bringing scientific and technical information to his attention.¹⁰

Provision of Act

As a result of the concern over ways and means of making the results of research known, as indicated in *Science, the Endless Frontier* and by the foregoing and similar statements, Senate File 1850 makes the following provision:

The Administrator shall record, collect, index, and promptly publish or cause to be pub-

¹⁰ U.S. Superintendent of Documents, *Monthly Catalog of U.S. Government Publications*, March 1946, p. 226.

lished significant data on all inventions and discoveries and other findings produced in the course of federally financed research and development activities, or arrange with other Government agencies for such publishing, recording, collection, and indexing. In consultation and collaboration with the Library of Congress and other Government agencies, the Administrator shall take such steps as he may deem necessary to make such information and other available significant scientific and technical information accessible to the public including the preparation and distribution of reports, periodic catalogs, inventories, abstracts, translations, bibliographies, and microfilm and other reproductions thereof; and for such purposes the Administrator may utilize the facilities of Government agencies and other organizations to the extent that he deems necessary or desirable, and may contract for the expenditure of funds for such purposes. . . .

Since this proposed legislation, in some form or other, is certain to be passed, it seems that we are coming to the end of the era of rugged individualism and voluntary cooperation in the systematic organization of learned literature, an era characterized by Poole's *Index to Periodical Literature*, the Wilson indexes, the *Union List of Serials*, a variety of abstracting services, cooperative cataloging, the importations program of the Association of Research Libraries, self-supporting union catalogs, and similar aids and tools which librarians, learned societies, and commercial publishers have more or less haphazardly sweated out by themselves, often through the efforts of a few members of hard-working committees. Further evidence that we can look for increasing governmental concern in these matters is the fact that the Library of Congress is prepared to include, in its proposed budget, funds for an exploration of the whole field of indexing and abstracting.¹¹ Plans are also afoot for UNESCO

to lend practical assistance to the centralization and coordination of bibliographical activities on a world basis.¹² The national science foundation and other government agencies will not, of course, immediately take over existing bibliographical agencies and tools but, with federal and, presumably, eventually international purse strings open, more and more governmental responsibility will be assumed in these fields, as it must be if the ever-increasing burden is to be satisfactorily handled.

The result will undoubtedly be a more complete and efficient bibliographical recording and service than the world has ever had—a service growing, under present techniques, ever more ponderous and undoubtedly tending more and more to bureaucratic control and attitudes. To the writer's horse-and-buggy eyes, the prospect for such tremendous progress which we all should, and undoubtedly do, applaud seems somehow a little dismal and uninviting, requiring, as it will, more, more, and ever more very small cogs in a huge machine—cogs that can never know the joys and satisfactions of the pioneers of Poole, Sabin, Evans, the Wilson indexes, *Chemical Abstracts*, bibliographic centers, and similar enterprises. The haphazard pre-atomic bibliographical tools which we shall eventually look back upon from the push-button vantage point of a streamlined, mechanized atomic world were far from perfect, but they gave and are giving their originators all the full satisfactions of the creator and the pioneer, of the individualist standing on his own feet and sweating out the path toward achievement without governmental support. Of such is the cost of *progress*. It is a sad commentary on our civilization that all this prospective progress will finally come about as a measure of military defense.

¹¹ Association of Research Libraries. "Minutes of 24th Meeting, Dec. 29-30, 1945," p. 8-9. (Mimeo.)

¹² White, Carl M. "The Modern Library: Most Powerful Non-commercial Medium." *Library Journal* 71:435-38, Apr. 1, 1946.

Attitude of Faculty

What of the relation of the faculty member and research worker to his libraries under the streamlined integrated efficiency of the atomic age? In an effort to assay the library attitudes and opinions of our present generation of scholars who march with us into this new atomic age, the writer has addressed some comments and a series of questions to eighteen friends and colleagues, divided equally on three different campuses and equally between social scientists and physical scientists. Admittedly this is a small sampling of opinion and thought, but it is a sampling, and an interesting one, which permits some reasonably authentic generalizations about scholarly reactions to the probable library developments of the immediate future.

On the basis of replies received it can be said that the faculty member of today and for the next decade at least will want, in his own institutional library, the largest and most comprehensive collection of *codex books* in his field within the means of his institution. He will continue to accept, but by no means enthusiastically, interlibrary loans for literature not owned by his library. He will reluctantly accept, if he must, microfilm or microprint but he will much prefer the codex book. He will continue to be irked by the delay incidental to interlibrary loans. He will increasingly want, as the methods and innovations of the future may permit, the requested material the same day asked for or the day thereafter and not next week. Here he stands a good chance of being happier and better satisfied in the atomic age than in the years immediately past.

The present faculty member would definitely not be content with a basic collection of some fifty or sixty thousand volumes of the most important literature, supplemented by high-speed loans through photographic

service or otherwise, no matter how rapid, from some large central library or reservoir. He will continue to want access to the stacks and to feel the need of having the more important literature of his field at his disposal. More than anything else faculty members questioned emphasized the importance of freedom to roam the stacks, pulling down books at will, not necessarily along the lines of the research in progress. This freedom the "world brain" suggested by Watson Davis or the microcards of Fremont Rider cannot possibly give. One scientist stressed the stimulating effect of such random reading, stating as an example that E. O. Lawrence had gotten the idea for the cyclotron while scanning a German research article in which he had not been particularly interested. Another said, "I do not see how I could get along without being able to go into the stacks and hunt. I always hated Crerar for that reason."

The faculty member of the present and immediate future will welcome the assistance of a highly trained and competent subject specialist librarian, but only as an aid in locating the literature. He will feel the need of himself knowing the indexing, bibliographical, and abstracting aids in his field and will also feel that he must understand their peculiarities and complexities rather than leaving this to the subject librarian. This much he believes will be necessary if he is to keep his feet on the ground and if his work is to retain its validity. He will feel that a subject librarian can do no more than some preliminary laborsaving work for him. One historian queried stated, "I have yet to meet the reference or research man that has quite the same angle on my research problems as I have myself." Another social scientist said, "By the time I could get over complete instructions the librarian might as well write the book."

Unnecessary Publication

There is considerable agreement, in the group questioned, that there is unnecessary publication in the various subject fields. To this writer it came as a considerable surprise that the physical scientists are more unanimous on this than the social scientists. One chemist stated simply, "Some people can work one day in the laboratory and publish half a dozen articles on the results." Another physical scientist said optimistically, "In the future there will be more careful selection of research topics, less unimportant research undertaken, the worker will know more of what has been done, and there will be more careful editing, thus reducing the length of articles and duplication." To this the librarians and all other scholars will add a prayerful Amen!

Although admitting that there is unnecessary publication, faculty members, as reflected by this small cross section of opinion, at least, are no more agreed than librarians as to the discarding of anything that has achieved the dignity of print. One scientist said, "It would be difficult or impossible and perhaps even presumptuous for any person or persons to draw a line between that which should be retained and that which might be discarded." This will strike a sympathetic note with all librarians who have struggled with this knotty problem, even though, with the mounting flood of materials to be processed and indexed, we cannot permanently continue to evade it. Another scientist places the dilemma squarely back in our laps by logically saying, "Just as the library must constantly be planning additions in the light of the needs and finances of the institution it serves, so also it might well be planning deletions of materials no longer needed."

Our interest and enthusiasm in developing streamlined, centralized library tech-

niques, procedures, and research aids should perhaps be given pause by this observation of a historian: "Scholarship and research must not forget the benefits of decentralization and should not elaborate the mechanics of research to the point that we burn up all our energy in procedures and machines and have but little left for the task itself."

As to what the professor born into the atomic age will expect of his libraries, those of us conditioned by having lived most of our lives in the pre-atomic age can do no more than surmise. Perhaps this statement by Richard Lewontin, a high school senior and a finalist in the science talent search of 1945, points the way. Says young Lewontin, not realizing perhaps the full implications of his statement, ". . . if you want to do a piece of research, the first thing you do is go out and look up all the books that have been written on it and find out everything that everybody else has found out, and only then can you do a successful piece of research."¹³ No promise here for relief for harried librarians, catalogers, bibliographers, and abstracters. No promise either for a pleasant life of leisure for Mr. Lewontin and other prospective research workers of the future. No matter to what infinitesimal degree the work week of the future musician, coal miner, or railroad worker may be shrunk, the scholar of the future, if he is to retain his competence, must necessarily be chained to his books and his laboratories. Even now one historian has said, "Keep up with my field? Not on twenty-four hours a day!"

Good and Bad Books

As this writer surveys the uses to which books have been put, as he has come to understand that use through two decades as a practicing university librarian, he comes to

¹³ U.S. Senate. 79th Congress, Subcommittee on Military Affairs. "Hearings on Science Legislation," p. 1208.

the conclusion that we librarians have tended to have a naive faith in the value and power of our books. If only people would come to our libraries and read our books and if only we could get them all organized for easy use, we have frequently said and more often implied, everything would be all right. In saying this and believing this, we have failed to realize that books reflect human experience and are therefore both good and evil and that, because man is the strange and unpredictable creature that he is, a book that is good for one person may be bad for another. More and more we are impressed that in all our miles of books, carefully marshaled row on row, there are comparatively few books of wisdom and those that there are go largely unheeded and unread. Our catacombs and corridors of books contain much knowledge, a tremendous store of facts, ideas, and technical know-how, a sorry story of greed, strife, and inhumanity as well as an inspiring chronicle of noble and enlightened thinking and action, a brilliant record of the mastery or at least the plumbing of the mysteries of nature. The books of true wisdom, however, the books containing the philosophies of men concerned with spiritual values and the real significance of the human mind and soul, the books of Lao-tse, Buddha, Isaiah, Christ, and others, books which could yet save the world if they should be seriously read and applied, stand lonesome and neglected among the millions. They still carry the same messages of hope,

peace, and tranquility, should man choose to pause and heed, as when the spawning of our books of knowledge and the rapid and now frantic march to mastery over natural forces first began.

Legendary man has always been seeking some object which would give him supernatural power over material things and over his fellow beings and has frequently found it. Aladdin and his wonderful lamp, Jason with his fleece, Siegfried with his ring have had such objects, and in every case the power attained was greater than the wisdom to use it. So far this has been in the realm of legend and fantasy but now man, here and now, today, in 1946, living and breathing, has attained such power and stands frightened and bewildered, fearing he has achieved Inferno, desperately hoping that it may yet turn out to be Nirvana.

Wisdom for Good

It is largely through books that man has achieved his modern magic and the new terrible medicine of the atomic bomb. Can he also, through books, find the wisdom to use this new power for good and not for evil? Let us hope and pray that the vast library resources and bibliographical aids of our nation and of all nations may yet, through the work and study of men of learning and goodwill, ourselves included, bring to men everywhere understanding, tolerance, humility, and, above all else, wisdom to use their God-like powers for the good of their fellow men.

The University Library and Its Services to Students¹

IN PREPARING to meet the educational needs of the returning veteran, the universities of America set up scores of courses which would teach rapidly and efficiently what educators sometimes call "marketable manipulative skills." These courses were designed to teach the veteran how to make a living and to teach him this as rapidly as possible in order to help him make up for his lost years. Naturally, the veteran would not care where he learned his trade, once he learned it, and for this reason the largest increases in enrolment were to be taken care of by adding technical and professional courses in most existing schools of every type.

What actually has happened in the case of the returning veteran has made some of us question whether those years could properly be classified as "lost," for while the returning veteran, to as great or even greater extent than anticipated, is seeking an education, he is in astonishing numbers passing up the opportunity to learn a mere skill rapidly—a fact proved by his unwillingness to take advantage of the types of course provided for him and his unwillingness to obtain that education just anywhere. He is, much to the surprise of most educators and certainly of the Army, very much concerned with where he receives his education and even more deeply concerned with what that education is to be. No, the years cannot properly be termed "lost" if out of them have come an insistence upon knowing

"why" and an apparent dissatisfaction with merely knowing "what."

As you will recall, the literature of higher education a few years ago was filled with what amounted to last and desperate stands defending the liberal arts in general and the humanities in particular. In the light of present enrolment figures these defenses appear to have been superfluous; for the returning veteran is, to the capacity of the institutions, requesting a course of study which would gladden the hearts of those who put understanding before knowledge. He is, in addition, attacking the problem of understanding with enough vigor and success to raise the academic standing of the total campus, presenting therefore an opportunity to many institutions to elevate their formal academic requirements.

This veteran influence is being felt so thoroughly throughout the universities that already it is possible in many cases to classify the total university as being preponderantly "why" conscious rather than "what" conscious, an extremely hopeful situation as regards the educability of the university student of the present and immediate future. It means at least this much: the university student in greater preponderance is more eagerly seeking to be an educated man than at any time in the memory of most of us. Now librarians have always claimed, and legitimately, that they were constant sponsors of this total education and that they could, with books, meet the needs of it. The principal question in the past has been who is to provide the impetus to start the

¹ Paper presented at the meeting of the Association of College and Reference Libraries, Buffalo, June 18, 1946.

student in motion or, more specifically, who is to inspire the student to want to read the books which will give him this total education. Some have said that this is the function of the faculty; others, of the librarians; and some have agreed that perhaps it is an obligation of both. If this first year's experience with the veteran in the university offers dependable evidence, the question of who is to provide the impetus or inspiration may well be shelved while we deal directly with methods of meeting the already overwhelming demands on the faculty and library. I say overwhelming not solely because the universities have been temporarily unable to find housing, classrooms, and faculty rapidly enough or because the librarians are unable to seat and furnish with a book enough of the students, but rather because I am willing to concede that the existing facilities of the universities, including their libraries, are nowhere nearly ready to meet the demands now being made upon them by a student who would be totally educated.

It is not necessary to list here all the curricular devices designed in recent years to offset the specialization necessary as equipment for the college graduate of today. I do think it might be recalled to your minds at this time that the divisional system was, at the outbreak of the war, rapidly becoming the most popular approach to the problem; whether or not it was the most valid is for others to say. The university library, in its effort to keep up with the curriculum, had already begun to experiment with a divisional breakdown in the library, more or less matching a similar change in the curriculum. But by nature of its being a service agency within its institution, it must follow rather than lead. In the average university which had adopted the divisional plan in one form or another, the library had made little or no effort to rearrange

its collections and to reconsider its services in the light of the curriculum of its institution. As a service agency, it would seem the library must adjust to the curriculum of its institution even if the curricular experiment is invalid; otherwise, the institution would never know whether or not its experiment had had a fair trial.

We arrive, then, at one concrete method by which the library may adjust itself to the changing needs of the university student. The collections and services of the library and the attitudes of the library staff must be adapted to changing curriculums more rapidly and more efficiently than in the past, if the library is to assist materially in readying a university student for life in the atomic age. Many of us will freely admit that at the present time the arrangement of our collections, the type of services offered, and the attitudes actually encountered by the student in the library are not entirely in harmony with the educational philosophies, curriculums, and experiments present in our respective institutions. Whether or not the university library is entitled to carry on its own educational system in the face of a totally different one on the part of the institution is highly conjectural. There is, however, one aspect of student education which can best be carried on in the library and by the librarians. The close association of related ideas and the fitting of these ideas into their proper background can be most economically accomplished by showing the relation of one book to another by various devices of arrangement, display, and bibliography. This aspect of university education has so long been considered the library's responsibility that in our search for new ways in which we can help educate we have sometimes not been on the alert for new opportunities and methods to help meet this old obligation. In this respect the increasing doubt con-

cerning the lasting value of formal classification may be considered an encouraging note.

The third manner in which the university library can help meet the needs of the university student of today and tomorrow is to redefine its fundamental responsibilities so as to include the preservation and presentation of recorded knowledge. While the term "audio-visual aids" is not descriptive enough to cover everything that might be included in this redefinition, it will serve to illustrate what is meant here by redefinition. The university library will not want to delay much longer in deciding whether or not it will accept responsibility for nonbook teaching materials, for, if the library does not accept them very soon indeed and on a much broader scale than has yet been done, other agencies will be found to preserve, organize, and serve materials which are in many cases undoubtedly more efficient recording and teaching devices than the book has ever been or ever will be. Norman Cousins' article, "Modern Man Is Obsolete," which so took the fancy of librarians, stated that there must be many more years spent in acquiring an education or there must be no education at all. There would seem to be one possible solution short of the two extremes offered by Mr. Cousins, and that is that a speeding up of the educational processes might be effected, and by speeding up I do not mean here frantic concentration nor four-quarter attendance, but rather employment of the more efficient teaching methods. Undoubtedly, these more efficient teaching methods will involve recorded knowledge in some form less cumbersome than the printed book. This must be so, at least, if the university student is to acquire in fewer than thirty years even the beginnings of the education Mr. Cousins advocates as an alternative to chaos.

Three concrete methods have been presented here which are believed to constitute

important and valid devices by which the university library can meet the ends of the university student in the atomic age. It would be absurd to claim that these three devices are the most important three devices which might have been considered, and it would be even more ridiculous to claim that they are any more than three of what might well be an extensive checklist of desirable devices for consideration. But they are, nevertheless, thought to be particularly pertinent to the topic assigned. The first part of this paper can be summarized, then, by simply restating the three points that have been under consideration: first, the desperate and almost universal need for each individual university library taking its cue on collections, services, and attitudes from its own university's educational philosophy rather than from pure library science; second, the equally desperate but perhaps less universal need for reminding the university library that it still has the primary responsibility for certain types of student education, particularly that of showing relationships (may I say here that ideally education's greatest internal struggle could be easily solved if the library could indeed manage to show relationships, leaving the faculty to pursue the specific; but perhaps this is too much to hope for even in an idealistic state); third, a redefinition of the functions of the library to include without reservation all recorded knowledge except artifacts, specimens, etc., and the organization and representation of that knowledge, in order to facilitate the teaching process which is as indubitably on the verge of a new age, atomic or otherwise, as is the capture, control, and release of energy.

Several peculiarities surround most people's thinking concerning the atomic age for which these university students are being prepared. In the first place, almost no one is willing to call it the atomic age, but rather

the age of the atomic bomb. This is deeply significant, for those who think of it as the age of the atomic bomb will confess that they believe that because of the atomic bomb there will be no atomic age, or perhaps any kind of age—an attitude which makes Mr. Cousins' throwback to the Stone Age seem a relatively pleasing alternative. Not only may there be no age, they say, but it may well be there will be no earth, in the present sense of the word, upon the face of which an age might be in progress. Now I would like to speak of the atomic age without the necessity of bringing in the atomic bomb, treating it after the fashion of some of our committees as a thing which, if ignored, will go away. My mind is no more willing to accept the idea of the atomic bomb going away from Oak Ridge than it is ready to accept the idea of Oak Ridge itself going away.

It is indeed unfortunate that with the atomic age must also come the atomic bomb, but we had better concern ourselves with what is instead of what we wish were so. The place of the university student and the library in the atomic age would be a wholly delightful subject were it not for the bomb and, I might add, bacteriological warfare and all the other unpleasant methods of destroying the peoples of the earth. Were it not for the bomb we could look upon this new age as being inherently good, we could continue to spell progress with a capital letter, and we could otherwise identify ourselves with anyone's endeavor to push back further the unknown. In this comfortable capacity as librarians aiding progress at every turn, we could continue to do our daily task without too much questioning and could remain, as far as we knew, men of goodwill. But it is doubtful if men of goodwill can continue much longer to aid indiscriminate progress along certain lines, and we are confused as to

which lines are which. We have prided ourselves upon the fact that we were ready to aid anyone in his particular endeavor. We do not want the responsibility for labeling a project good or bad before deciding whether or not as librarians we are willing to participate in it. It has taken a long time for us to learn that we must not be censors, and now, just as we have learned that lesson very well indeed, it would seem that we will have to become censors all over again and in a yet stricter sense, or else be party to endeavors which have as their aim solely the destruction of mankind. This is a very distressing state of affairs. We have learned to aid everyone at every turn and have prided ourselves upon our ability to do this dispassionately. Now we discover that we have assisted materially in our own potential self-destruction. As I have already said, if only we could consider the atomic age and leave out the bomb, how very much more pleasant we could be about it.

To say that all this will eventually work itself out is tantamount to saying that, if ignored, the bomb *will* finally go away. Comforting as this thought may be, we can hardly permit ourselves to depend entirely upon it. However, it is equally absurd to say that we can do nothing about it. The answer regarding what we can do is not a very novel one, since it is the answer to most problems concerning people—that is, education. The disturbing element here is that we are told we have so little time in which to educate. At this point I should like to go back in our thinking to the depression and recall that many university librarians, along with many other kinds of people, thought it would be too uneconomical to attempt to educate everybody and that the only practical solution was to educate through the schools, which, as day follows night, would eventually mean that everyone was educated. At that time the

term "adult education" meant to many people what we would now call continued education rather than education of the non-educated. Few of us can escape the accusation that as university librarians we proceeded plutocratically and had not too much patience with the problems of universal education, and even went so far as to take pride in the fact that we were not familiar with the problem. Concerning this I should like to say two things: first, that universal education would obviously have been relatively economical; and second, that it is revealing to discover the number of university and research librarians who have arrived at a full awareness of the damages already done and the future damages inherent in an impatience with the problem of educating everyone.

The correlation between universal or adult education and the university student and his library may not be too readily apparent. But some of us who have discussed this specific problem with more seriousness than is our ordinary custom seem to have agreed that the correlation does exist and that it is constructed of two parts. *First*, in this system of universal education no opportunity to educate may go unheeded. To the university librarian this means that even the poor student must at least *know*, even if he cannot *understand*. The university librarian's problem is still a relatively simple one in that those for whose education he is partly responsible are segregated and reachable. But the university library operating toward an ideal of universal education cannot in good conscience afford to be merely available to those who seek it out. It will have to seek out *all* the students. *Second*, if the university library is to assist in maintaining any semblance of an orderly

world in which its university student is to live, it—which means its librarians—will have to reach far beyond the immediate student body and embrace a much larger segment of humanity than has ever been its practice heretofore.

When and where and to what extent this extra-obligation embracing should take place should be determined by each individual, whether or not he is in a university library or, for that matter, whether or not he is a librarian at all. For the obligation of all of those concerned with the university student goes beyond merely educating him; the student must also have an educated or at least an understanding total world society in which to operate. The time indeed is short unless all educational agencies are willing to go beyond a rigid interpretation of their strictest and most limited obligations.

The research which has gone into the preparation of this paper has been of only one type—interviews and discussions with the university student who is in the atomic age. It is not too surprising to find that, a preponderance of evidence contrariwise, he is determined that this world be held together long enough to give him at least a chance to do something with it. And it is my contention and conclusion that at worst it will not even be here for him to live in or, at best, he will be unable to live rationally within it unless we blast entirely from our thinking the idea that the people can get along without help until we have educated a new crop of atomic age university students, who will then straighten everything out for us, allowing us to die peaceably among our cabbages—or however it is philosophers are supposed to be allowed to die—with dignity and at a very ripe old age.

University Library Service to the General Public¹

TEACHING is the principal function of colleges and universities. It is their reason for being, and they have nearly a complete monopoly on the teaching of young adults. Research is almost as important in the academic scheme of things. If the faculty is at all active, it is bound to contribute to knowledge. Professors being subject experts, they are not content to repeat what they learned in their student days. Universities have long been considered knowledge factories. Even now, when large corporations maintain their own research organizations, the universities lead in producing new knowledge as well as in summarizing what was previously known.

Teaching and research are public services which take place on the campus. In the course of time the universities have developed other functions outside their bailiwick, in response to public demands or as a result of social reform movements. To a greater or less extent all universities advise governments, corporations, and individuals, inform them, and help them devise practical applications of knowledge. Probably all universities rank these off-campus services below teaching and research, however. Teaching comes first. If we did not know that before, we see it now, when research men are being drafted into classroom teaching because of the abnormally large enrolments. Research comes second. The university's reputation rests upon it in the long run. Its priority over other public serv-

ices can be seen in endowed universities, which have no axe to grind with the general public. Off-campus service ranks third, partly because it is a new development, partly because it is not something which a university alone can do, and partly because the university is at a disadvantage when it leaves its laboratories and libraries.

For these same reasons, university librarians rank service to the general public third. The library has more than enough to do on the campus. It is chronically short-handed, because the library grows whether the university does or not. New teaching methods require more of the staff as time goes on. Research complicates the routines of acquisition, cataloging, and service by requiring quantities of materials difficult to arrange and use. The general public has its own libraries, moreover—public, state, school, and special libraries—organized and maintained to serve all people or certain groups of them. With plenty to do on the campus, the university librarian naturally pays little attention to a field of endeavor which belongs to other kinds of libraries.

The neglect of off-campus service can be traced clearly, even in the activities for which the university library has a direct responsibility—extension teaching and agricultural extension. Agricultural extension and library service have yet to be successfully combined. Universities have combined library service with extension teaching more successfully. The extension division of some institutions operates its own library, supplementing its resources from

¹ Paper presented at the meeting of the Association of College and Reference Libraries, Buffalo, June 18, 1946.

the general library. Indiana University and a few others maintain branch libraries in their extension centers. As a general rule, however, the extension student receives more help from local and state libraries than he does from the university library. Wilson and Tauber conclude their description of library service to extension students by saying:

Campus needs take precedence over off-campus requests, and only those materials that are not in demand for course work on the campus may be sent out as extension loans. Difficulties are encountered when the same courses are given on the campus and by the extension division at the same time. Sorenson has pointed out how the lack of library facilities had hindered effective extension teaching.²

Other People

If the university's off-campus students receive little attention from the library, other people naturally figure still less in the library's activities. Yet a fair number of them ask the library for service because they look upon the library as a great repository which belongs to the people, either directly through state ownership or indirectly as a public institution. The university librarian regards these requests with sympathy or apathy according to the pressure of work on the campus and the policy of the institution. He may refuse all requests except those from other universities, from whom he borrows. He may go to the opposite extreme by competing with state and local libraries. Or he can take a middle ground by not altogether refusing outside requests but also not encouraging them.

Up to now the demands from off the campus have not greatly burdened most university libraries. Few academic libraries lend as many books off campus in a year as

they do on campus in a day. But this state of affairs appears due for a change. The *Adult Education Journal*, in its January issue, reports a "heavy upsurge" in adult educational activities, arriving sooner after the war than was anticipated. Despite the handicaps of long teaching hours and inconvenient schedules, the faculty will probably enter into public affairs more actively during the next few years, impelled by a desire to inform the public of the implications of the atomic bomb and to lead discussions on the nation's vital stake in international affairs. As study groups turn to scientific and political questions, we may expect a greater demand for books and information than public libraries can altogether satisfy. Special libraries and subject departments in public libraries will probably want more rather than less interlibrary loans and microfilms as time goes on, since they rely upon large general libraries for out-of-the-way and seldom-used publications.

An Inconvenient Time

An increased demand for off-campus service could hardly come at a more inconvenient time. Nearly all universities have record enrolments. The shortage of trained librarians hampers the process of stretching the library's services to meet a larger student body. The veterans require more of the library than other students because, like summer school students, they take education more seriously. Many university librarians will undoubtedly conclude that they cannot spare as much time as formerly for interlibrary loans, let alone other extension services, and will postpone a solution of the unsolved problem of serving that forgotten man, the extension student. Others will probably experience a strong temptation to promote off-campus service, in spite of the difficulties involved in attempting to

² Wilson, Louis R., and Tauber, Maurice F. *The University Library*. Chicago, University of Chicago Press, 1945, p. 219.

satisfy the multitudinous and multifarious book needs of the general public. Particularly in the South and the West, the university occupies a unique position among adult education agencies, and the library shares the university's eminence and distinction. It is usually one of the largest libraries in its neighborhood. It has more books on more subjects than other libraries usually do, and it has kinds of books other libraries do not have. When answering reference questions, it has access to a large group of subject experts—the faculty—and a more varied reference book collection.

Ideal Supplementary Agency

Because it has so many books, so many kinds of books, and such unusual reference resources, the university library is ideally equipped to supplement other libraries. Since it has no compelling obligation to serve the general public, obviously the university library should cooperate with the libraries which do have this obligation, not compete with them. A considerable number of university librarians have not drawn this moral from the circumstances of off-campus service. Some of them compete with state extension agencies. This is happening now, to some extent, in North Carolina and South Carolina. The University of North Carolina has the excuse that it is not in the same city as the state agency. The University of South Carolina does not have that excuse. In some states this duplication is unintentional and even desirable, because the state extension agency is new or ineffectual. On the other hand, competition with a local library is difficult to avoid but harmful. Librarians in Oregon, for example, believe that the university has stunted the growth of the Eugene Public Library.

The University of Wisconsin sets a good example of cooperation. The main library

lends books directly to college libraries and public libraries. It also lends to public libraries and to individuals through the free library commission. The university departmental libraries lend books and answer questions for special types of individuals, such as farmers, doctors, extension students, high-school debaters, and clubwomen. They avoid duplication, as well as they conveniently can, by referring requests to each other and to the free library commission. All these campus libraries and the commission send their loans to the local library, where there is one, instead of directly to the borrower. This network of cooperation sounds complicated, but in practice it works easily and simply. The university's book resources and many technical and advisory services are available to every citizen of Wisconsin.

Interlibrary Lending

Another example of cooperation is the interlibrary lending which goes on all over the country. Interlibrary loans and microfilms have become standard practice among American libraries. To be sure, they often come too late and sometimes not at all, so there is room for improvement here. The interlibrary loan code hinders rather than helps, by stressing the library's convenience rather than the library client's satisfaction. Fortunately, most librarians ignore it. Despite delays and difficulties, interlibrary loans probably get the right book to the right man more often than not.

We have three examples of cooperation which improve on the Wisconsin arrangement and greatly facilitate interlibrary lending. These are the bibliographic centers in Denver, Seattle, and Philadelphia. The Institute on Bibliographic Centers brought out the fact that the client of a bibliographic center fares better than a library user elsewhere, even where libraries

cooperate as well as they do in Wisconsin. The Wisconsin citizen, for example, may borrow the books in his local library, the free library commission's traveling library, and the university library. If the book is not in any of these collections, he does not get it, because Wisconsin has no union catalog and does not forward requests to libraries outside the state. Reference questions go through the same channel, and sometimes bring replies, sometimes do not. The library client in the territory of a bibliographic center stands a much better chance of getting the book or the information he wants—in fact, over nine chances in ten.

The bibliographic center is a substitute for a universal library. It has few books of its own, but it has a union catalog to show where a great many books are located. It coordinates reference service, answering some questions and referring others to the libraries best equipped to answer them. In Wisconsin the libraries have joined an alliance. The bibliographic center goes a step beyond this by bringing libraries into a confederation. While each library maintains its independence, it has become, in a sense, one section of a regional collection, one branch of a regional reference department. University libraries in the territory of a bibliographic center are spared the trouble of organizing their public services from the outside in. They cooperate with other libraries effectively and they serve the general public efficiently.

Financing Service to Public

Incidentally, bibliographic centers bring out into the open the crucial question about public service—How is it to be financed? The centers are supported by the member libraries. When they ask a university for a contribution, the librarian must ask the administration to help finance an agency

which serves the general public as well as university people. University libraries do spend money for public service, in any event, by using staff time and wearing out their books for people off the campus. However, they spend relatively little in this way, and that little is not itemized in the budget. The libraries which cooperate through a bibliographic center lend far more books than they otherwise would. In return they borrow more, as soon as the faculty and the students discover that they can borrow from other libraries without the usual delays and disappointments. Perhaps the improved borrowing service justifies the additional lending costs and the bibliographic center's fee. If not, the fee emphasizes the fact that the library has embarked on a program of general public service. It brings off-campus service out into fiscal daylight.

Is the university justified in spending its funds for this purpose? University policy or tradition may have answered this question long ago, as they have in most state colleges and universities. The librarian of an endowed institution might argue that off-campus library service represents a return to the public for tax exemption and the interest on endowment, which comes out of the public's current earnings. He might also reason that off-campus library service resembles the lectures, advice, and information which other university departments give to the public or offer at a small fee. Some university librarians now solve the financial question by charging a fee for off-campus service. The University of California, for example, charges one for inter-library loans. Others follow public library practice in asking nonresidents to pay for the privilege of borrowing books. Certain large public libraries have found another method for financing special services. The Boeing Aircraft Company supports an aviation collection in the Seattle Public Library,

for example, and Colorado engineers help support the science and technology department of the Denver Public Library. The answer to the financial question, in other words, may be found outside the university as well as inside.

Justification for Service

Judging by a recent conference in Chicago, the university librarian will also find outside the campus the justification for service to the general public. He will discover that the general public consists of many special interests which do not now obtain the kind and quantity of library service they require. Marian C. Manley sent excerpts from the proceedings of the business and industry library investigation, which is the report of a conference held in Chicago in March. Her notes boil down to the conclusion that university libraries own quantities of material and have access to expert guidance which business firms need even though they have their own special libraries. This is so because a corporation's interests are broader than its own library's subject field.

One speaker at the Chicago conference said:

There is one thing here I wish you would speak about. Some of these marketing and economic questions come over into the field of social science, and a great many of the sociologists are concerned with things in the field of marketing and statistics. In the university, you probably have the finest collection of sociological material there is. Have you any ideas of how that material might be made available?

To this a librarian replied:

The greatest demand is for the class of material already referred to as "fugitive." We, like every other library in the city, have an unknown number of tons of it on hand, and it is certainly being put to only a fraction of the use to which I suppose it is capable of being exploited. There are great quantities

of material in the city, but scattered. The main problem seems to me to be the exploitation of what we have. In the field of chemistry there are a good many titles and, in terms of the ease with which those materials can be consulted, we have less to show than, say, Washington, where you can get around more easily, where the ties among the libraries are closer. It seems to me to be very largely a question of service. I listen with a good deal of interest and I am appalled at the range that was suggested. One might hope to make a frontal attack on a small field to do the job neatly and efficiently, but to broaden the front to include even the interests represented here seems to me quite a job. I dare say a substantial number of associations and societies in it all have their own libraries. I have no doubt there are great quantities of materials at the university which are by no means as fully used as they could be if channels for getting at them were better developed.

These remarks at the Chicago conference show that service to the general public offers a really challenging opportunity to improve the quantity and quality of library service in the university's territory. The university library has some of the materials and expert assistance which professional and businessmen need. Miss Manley's notes also point out that public service gives the university library access to additional sources of information. By enlarging its clientele, the university library gets in touch with experts on subjects not in the curriculum. The bibliographic centers and the large public libraries show that the university may also profit by fees and special collections. Someone must bear the cost of this additional service. Probably most organizations will pay for their share, once they know its value.

The Chicago conference also points out that public service is complex and difficult. The public includes a wide variety of people and organizations who need many sorts

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Publications of the United Nations¹

THERE WERE four stages in the establishment of the United Nations as an organization. The *first* includes a series of preliminary steps which began with the Moscow Declaration of the Foreign Ministers of China, the Soviet Union, the United Kingdom, and the United States in October 1943.²

This stage was completed when the Dumbarton Oaks Proposals, which were agreed to in October 1944, were supplemented by decisions made at Yalta in the Crimea by President Roosevelt, Prime Minister Churchill, and Marshal Stalin in February 1945, in regard to the voting procedure in the proposed Security Council and the place and date for a general United Nations conference to prepare a charter for a permanent world organization.

The end of the *second* stage was reached at San Francisco on June 26, 1945, when fifty nations signed the United Nations Charter and established the Preparatory Commission.

Seven weeks later the *third* stage began in London with the opening session of the Executive Committee on Aug. 16, 1945, and closed October 27 of the same year with the adoption of its report.

The *fourth* stage is represented by the work of the Preparatory Commission in London, Nov. 24-Dec. 23, 1945.

The document which served as the start-

ing point for the United Nations is known as the Dumbarton Oaks Proposals, a tentative plan for a world organization drafted in the autumn of 1944 after informal exploratory discussions by representatives of China, the Soviet Union, the United Kingdom, and the United States, for consideration by their governments and subsequent submission to all the United Nations.

All together, there were four separate official editions of these proposals:

Dumbarton Oaks Documents on International Organization. [Washington, D.C., Government Printing Office, 1944.] 22p. (Department of State Publication 2192, Conference Series 56).

Dumbarton Oaks Documents on International Organization: together with Chart and Questions and Answers. [Washington, D.C., Government Printing Office, 1944.] 22p. (Department of State Publication 2223, Conference Series 60). A reprint combining two previously printed pamphlets, *i.e.*, the foregoing title, and *Questions and Answers on the Dumbarton Oaks Proposals*, issued as Publication 2218, Conference Series 58.

The United Nations: Dumbarton Oaks Proposals for a General International Organization, to Be the Subject of the United Nations Conference at San Francisco, April 25, 1945. [Washington, D.C., Government Printing Office, 1945.] 8p. including chart. (Department of State Publication 2297, Conference Series 66).

The United Nations: Dumbarton Oaks Proposals for a General International Organization. (For the use of the delegates). [Washington, D.C., Government Printing Office, 1945.] 22p. At head of title: The United Nations Conference on Interna-

¹ Abridgment of a paper presented at the meeting of the Committee on Public Documents, American Library Association, Buffalo, June 19, 1946.

² Complete text in *Toward the Peace: Documents.* [Washington, D.C., Government Printing Office, 1945] (Department of State Publication 2298) p. 33-36.

tional Organization. General, Dec. 1. G/1. Interlined, lines numbered.

One of the provisions of the Dumbarton Oaks Proposals called for an International Court of Justice as principal judicial organ of the new organization. A draft statute for this court was prepared for submission to the United Nations Conference at San Francisco by the United Nations Committee of Jurists, a group of legal experts from forty-three countries who met in Washington, Apr. 9-20, 1945, under the chairmanship of Green H. Hackworth of the State Department. Its records consist of eighty-seven mimeographed documents numbered consecutively throughout, Jurist 1 to Jurist 87. These are of two kinds: summary reports of the thirteen meetings, and draft proposals submitted by delegations and various draft statutes. The final document, *Report on Draft of Statute of an International Court of Justice*, was submitted to the United Nations Conference at San Francisco, and was known as Jurist 86 (in English) and Jurist 87 (in French). These documents, with the exception of the Chinese, Russian, and Spanish texts of the draft statute, were reproduced as Volume XIV of the UNIO-LC edition of the San Francisco documents.³

Preconference Publications

On the eve of the conference, the State Department issued two pamphlets in the now familiar "Stettinius blue" covers. One was a guide to the conference entitled *Guide: The United Nations Conference on International Organization, San Francisco, 1945*. [Washington, D.C., Government Printing Office, 1945.] 28p. The other, an oblong album, consisted of a set of charts and pictographs with some explanatory text, showing the structure and functions of the proposed organization and of its organs.

³ See p. 313.

There were Chinese, English, French, Russian, and Spanish editions.⁴

The original documentation of the United Nations Conference on International Organization has been fully and expertly described by Nelle Marie Signor, librarian of the History and Political Science Library, University of Illinois, in *Special Libraries* 37:3-6, January 1946. A few additional comments only, based on the experience gained in preparing these documents for publication, may be made here.

The consecutive numbers assigned to the documents run from 1 to 1216. There were two lists:

Document 1184: Cumulative List of Documents Issued During the United Nations Conference on International Organization. 101p.

Document 1216: [List of documents arranged by symbol.] 110p.

When using these lists, however, caution should be exercised, as they were found to be inaccurate in places. This is especially true of the listing of various language editions which often does not correspond to actual fact. Also, the titles given do not always correspond to the titles of the documents themselves. Another point worthy of mention is the discrepancy frequently found between the English and French versions of a document.

There is further a most helpful chapter: "Conference Documentation and Records" in *Charter of the United Nations: Commentary and Documents* by Leland M. Goodrich and Edvard Hambro. (Boston, World Peace Foundation, 1946, p. 16-18.)

Documentation of Conference

The entire documentation of the confer-

⁴ Because of a misprint on the verso of the front cover, giving February 1944 instead of 1945 as date of the Crimea Conference, the English edition was withdrawn: U.S. Department of State. *Proposals for a General International Organization as Developed at Dumbarton Oaks, 1944*. [Washington, D.C., Government Printing Office, 1945.] 24p., charts.

ence, as released upon the recommendation of the Secretariat in the final plenary session, June 25, 1945, was published by the United Nations Information Organizations, New York and London, in cooperation with the Library of Congress in photo-offset in fifteen volumes. In this edition the documents are arranged in logical order, by commissions, committees, and subcommittees. Each volume is preceded by a table of contents listing all the documents included, together with a finding list by symbol which indicates the location of any document in any volume. Only English and French texts are included, except in Volume IV, where proposed amendments to the Dumbarton Oaks Proposals in the original Spanish, Portuguese, or Russian are included. An index to the fifteen volumes has been prepared but has not yet been published.

The original edition of the Charter has a bibliographically interesting story. How and by whom the text in five languages was printed, how many copies were printed on treaty paper, how the deadline for the signing ceremony had to be met in spite of continual changes almost up to the last minute, is told in detail by Samuel L. Farquhar, manager of the University of California Press, originally in the *Publisher's Weekly* of July 7 and 14, 1945, in two papers entitled "Printing the United Nations Charter" and "Binding the Atlantic [*i.e.*, United Nations] Charter," respectively, and later in book form *Printing the United Nations Charter*. (Berkeley, University of California Press, 1946, 56p.).

Charter

Immediately after the close of the conference, the State Department arranged for a large printing of the text of the Charter for mass distribution. This was the pocket edition:

Charter of the United Nations, Together with the Statute of the International Court . . . Signed at the United Nations Conference on International Organization, San Francisco, Calif., June 26, 1945. [Washington, D.C., Government Printing Office, 1945.] 58p. (Department of State Publication 2353, Conference Series 74).

Simultaneously, a facsimile edition of the original Charter in five languages with the signatures affixed at San Francisco was printed and placed on sale:

Facsimile of the Charter of the United Nations, Statute of the International Court of Justice and Interim Arrangements, in Five Languages. Signed at the United Nations Conference on International Organization, San Francisco, California, June 26, 1945. [Washington, D.C., Government Printing Office, 1945.] Various paging. (Department of State Publication 2368, Conference Series 76).

An excellent over-all account of the background of the San Francisco Conference and the drafting of the Charter, primarily from the American point of view, can be found in the so-called Stettinius report:

Charter of the United Nations. Report to the President on the Results of the San Francisco Conference, by the Chairman of the United States Delegation, the Secretary of State, June 26, 1945. [Washington, D.C., Government Printing Office, 1945.] 266p. (Department of State Publication 2349, Conference Series 71).

This contains, as appendices, the text of the San Francisco Charter and on opposite pages the text of the corresponding Dumbarton Oaks Proposals, with a key to chapters and paragraphs; the text of the Statute of the International Court of Justice; the text of the Interim Arrangements; a list of delegations; the complete composition of the U.S. delegation including consultants; and a chart of the organization.

Interim Arrangements

A separate edition of the Interim Ar-

rangements was issued by the State Department in the Conference Series, uniform with the pocket edition of the Charter:

Interim Arrangements, Concluded by the Governments Represented at the United Nations Conference on International Organization, San Francisco, California, June 26, 1945. Washington, D.C., Government Printing Office, 1945. 4p. (Department of State Publication 2357, Conference Series 75).

This agreement called for the establishment of a Preparatory Commission of the United Nations, consisting of all the members of the organization, and entrusted it with certain duties. The commission was to function until the Charter came into force and the United Nations was established.

The first meeting of the Preparatory Commission, purely formal in character, was held in San Francisco on June 27, 1945. The documentary record of this meeting consists of two documents, the *Agenda* and the *Summary Report*, both issued in photo-offset from typed copy.

The Executive Committee held its first meeting in London, Aug. 16, 1945, and during nine weeks of intensive labor proceeded to carry out the recommendations provided for in the terms of reference of the Preparatory Commission. For this purpose, it set up ten technical committees dealing with the various organs of the United Nations, financial arrangements, relations with specialized agencies, the winding up of the League of Nations, and general questions such as selection of the site. By Oct. 27, 1945, the reports of the ten committees had been approved by the Executive Committee and had been assembled into a single 144-page document entitled:

Report by the Executive Committee to the Preparatory Commission of the United Nations. [London] Preparatory Commission of the United Nations. [H. M. Stationery Office] 1945. 144p. (PC/EX/113/Rev. I, Nov. 12, 1945).

The current documentation of the Executive Committee was in the form of mimeographed papers not available for public distribution.

In the meantime, the Charter of the United Nations had become a part of the law of nations when, on Oct. 24, 1945, the Soviet Government deposited its instrument of ratification with the State Department, thereby achieving the required number of ratifications to make the organization operative.

Preparatory Commission

The full Preparatory Commission, consisting of the delegates of the fifty-one United Nations, convened in London on Nov. 24 and completed its work on Dec. 23, 1945. The Executive Committee became the Steering Committee of the Preparatory Commission. The report of the Executive Committee was taken as the basis for the work of the commission and was apportioned for detailed consideration among eight technical committees: (1) General Assembly, (2) Security Council, (3) Economic and Social, (4) Trusteeship, (5) Legal Questions, (6) Administrative and Budgetary Matters, (7) League of Nations, (8) General Questions. In addition to these, there were also a number of special committees and subcommittees and a drafting committee. Not all the recommendations of the Executive Committee were adopted, still others were supplemented, a few were the subject of discussion. The result of these debates, primarily in the form of recommendations, was incorporated in the report which was adopted Dec. 23, 1945:

Report of the Preparatory Commission of the United Nations. [London, H. M. Stationery Office] 1945. 151p.

The report also contains draft provisional staff regulations, the provisional rules of

procedure for the General Assembly, the Security Council, the Economic and Social Council, and the Trusteeship Council; also the draft agenda for the first meetings of these bodies, with the exception of the Trusteeship Council.

The original documents of the Preparatory Commission consist of:

- a) A printed *Journal*, no. 1-27, Nov. 24-Dec. 28, 1945, English and French in parallel columns, including in the form of supplements, the summary records of meetings of the eight technical committees.
- b) A printed *Handbook*, Nov. 23, 1945, containing a list of the delegates and their staffs and of the Secretariat officials and staff. Revised edition, Nov. 24, 1945. The latter was published also in French as *Commission Préparatoire des Nations Unies. Manuel, édition révisée*.
- c) Mimeographed reports and documents identified by symbols corresponding to the above-mentioned committees and subcommittees. These were not available to anyone except the delegations and the Secretariat. The more important ones, however, are included in their final form in the report of the Preparatory Commission.

At the close of the meetings, the *Journal* and its supplements containing the summary records of the meetings of the eight technical committees, together with the list of delegates, were reprinted in nine parts as:

United Nations. *Journal of the Preparatory Commission, 24 November-24 December 1945*. London, Church House, Westminster [Printed and published by H. M. Stationery Office, 1946] 146p. in double columns. 3s.6d.

- Committee 1: General Assembly. *Summary Record of Meetings, 24 November-24 December 1945*. 55p. 1s.3d.
- Committee 2: Security Council. *Summary Record of Meetings, 24 November-24 December 1945*. 30p. 1s.3d.
- Committee 3: Economic and Social. *Summary Record of Meetings, 24 November-24 December 1945*. 30p. 1s.3d.
- Committee 4: Trusteeship. *Summary Record of Meetings, 24 November-24 December 1945*. 41p. 1s.3d.

— Committee 5: Legal Questions. *Summary Record of Meetings, 24 November-24 December 1945*. 19p. 1s.3d.

— Committee 6: Administrative and Budgetary. *Summary Record of Meetings, 24 November-24 December 1945*. 56p. 1s.3d.

— Committee 7: League of Nations. *Summary Record of Meetings, 24 November-24 December 1945*. 16p. 1s.3d.

— Committee 8: General Questions. *Summary Records of Meetings, 24 November-24 December 1945*. 70p. 1s.3d.

The General Assembly met in London at Central Hall, Westminster, Jan. 10-Feb. 13, 1946. It was attended by delegates from all the fifty-one United Nations. On January 11 six main committees were set up to carry out the work of the General Assembly: (1) Committee on Political Security, (2) Economic and Financial Committee, (3) Social, Humanitarian, and Cultural Committee, (4) Trusteeship Committee, (5) Administrative and Budgetary Committee, (6) Legal Committee.

The report of the Preparatory Commission was the basic document before the assembly.

General Assembly Documents

The documentation of the General Assembly consists of a printed *Journal* which includes, as supplements, the summary records of meetings of the six main committees and two *ad hoc* committees set up to deal with specific questions regarding the League of Nations. The first part of the first session of the General Assembly was covered by *Journal*, No. 1-34, Jan. 10-Mar. 7, 1946. The *Journal* was printed and placed on sale by H. M. Stationery Office at 6d. per number. *Journal*, No. 34, which was compiled after the close of the meetings, contains the text of the resolutions adopted on the reports of the six main committees, on the report of the Committee on the League of Nations, on the report of the Permanent Headquarters Committee, and on the proposals

of the General Committee. These resolutions include, in the form of annexes, such documents as the terms of appointment of the secretary-general, the organization of the Secretariat, the recommendations of the Technical Advisory Committee on Information concerning the policies, functions, and organization of the Department of Public Information, the provisional staff regulations, budgetary and financial arrangements, a convention on the privileges and immunities of the United Nations, etc. Two other printed documents have emanated from the General Assembly:

United Nations. *Provisional Rules of Procedure for the General Assembly*. London [H. M. Stationery Office] 1946. 17p.

United Nations. *First Session of the General Assembly [Handbook]*. London [H. M. Stationery Office] Jan. 10, 1946. 88p. fold. plans.

— Revised edition, February 1946.

A convenient account of the work achieved by the General Assembly in January and February of 1946 will be found in:

The United States and the United Nations. Report of the United States Delegation to the First Part of the First Session of the General Assembly of the United Nations. London, England, Jan. 10-Feb. 14, 1946. Submitted to the President of the United States by the Secretary of State . . . Mar. 1, 1946. Washington, D.C., Government Printing Office, 1946. 54p.

The General Assembly proceeded on Jan. 12, 1946, to the election of the six non-permanent members to sit on the Security Council in addition to the five permanent members—China, France, the Soviet Union, the United Kingdom, and the United States. The way was thus open for the first meeting of the Security Council which took place on Jan. 17, 1946, at Church House, Westminster.

In the course of twenty-three meetings

lasting until February 16, the council transacted procedural business. Since the council functions continuously, the first meeting to be held at Hunter College in the Bronx, after the members of the council and the Secretariat had established themselves in New York, was numbered the twenty-fourth.

Security Council Records

The records of the Security Council consist of the *Journal*, which like the journals of the Preparatory Commission and of the General Assembly is in English and French in parallel columns. Nos. 1-16, Jan. 18-Mar. 1, 1946, were published in London and printed by H. M. Stationery Office. Single issues were available for 6d. each.

The first *Journal* issued in the United States was Number 17 and dated Mar. 25, 1946. Beginning with this number, all important documents mentioned in the text of discussions are printed in the *Journal*.

To date, there have been two editions of the following:

Security Council of the United Nations, New York. *Provisional Handbook, March 1946*. 41p. Mimeographed.

— Apr. 30, 1946. Supersedes the above-mentioned earlier edition.

The *Handbook* contains certain useful information on location of offices and available services and facilities, a list of the delegates and their staffs, and a list of the personnel of the Secretariat. It is planned to publish frequent revisions, possibly monthly editions.

In accordance with the terms of the Charter, the eighteen members of the Economic and Social Council were elected by the General Assembly on Jan. 14, 1946. The council held its first meeting on Jan. 23, 1946, at Church House in London. During this first session, thirteen meetings in all were held in London, the last one

on Feb. 18, 1946. The second session opened at Hunter College in the Bronx on May 25, 1946.

Commissions

As proposed by the Preparatory Commission, the council established a Commission on Human Rights, including a Sub-commission on the Status of Women; an Economic and Employment Commission; a Statistical Commission; a Temporary Social Commission; a Temporary Transport and Communications Commission; and a Commission on Narcotic Drugs. The council further set up a Negotiating Committee to contact the specialized agencies and decided to convene an International Health Conference to be held by June 20, 1946, and an International Conference on Trade and Employment in the latter part of 1946. In accordance with the General Assembly's recommendations, a Committee on Refugees and Displaced Persons was appointed, which met in London during April 1946.

The record of deliberations and work achieved by the Economic and Social Council is embodied in its *Journal*. The first session of the council is covered by Numbers 1-12, Jan. 25-Apr. 10, 1946. All but No. 12 were printed in London by H. M. Stationery Office and placed on sale at 6d. per copy. No. 12 was issued in New York and contains the text of resolutions adopted for these journals. While those of the Security Council are yellow, the journals of the first session of the Economic and Social Council are printed on pink paper, and those of the second session on blue paper. The journals of the General Assembly are white. The first journal covering the second session now being held is numbered 13 and is dated May 22, 1946.

International Court

With the election of the fifteen judges of

the International Court of Justice in February 1946 by the Security Council and the General Assembly sitting separately in plenary sessions, the court, one of the main organs of the United Nations, was established. Its seat, like that of its predecessor, the Permanent Court of International Justice, is in The Hague. A first session, mainly organizational in character, took place in April 1946. For a well-documented account of the drafting of the court's statute covering the work of the United Nations Committee of Jurists in Washington and of Committee IV/1 of the San Francisco Conference, see the following:

Preuss, Lawrence. "The International Court of Justice and the Problem of Compulsory Jurisdiction." In *Department of State Bulletin* 13:471-78, Sept. 30, 1945.

Thus all the main divisions of the United Nations, with the exception of the Trusteeship Council, have come into existence. It was fully realized in the preparatory stages that this body could not be set up at the first assembly since the Charter provides that prior to the formation of the council a number of territories must have been placed under the trusteeship system. It is possible that the council will be established during the second part of the first session of the General Assembly to be held in September 1946.

Prospective Publications

The *Official Record* is to be issued some time after the closing of each session. It will consist of the official verbatim text of the proceedings and their translations, together with the text of all relevant documents. It will be issued in five separate editions, in Chinese, English, French, Russian, and Spanish.

Then, there will be the annual report of the secretary-general, a basic document

which, it is expected, will become available each year about the time of the General Assembly session in September.

At the present time, plans for two publications other than documents are well advanced. One is a weekly bulletin containing regular accounts of the activities of the United Nations, of its various branches and related agencies, background articles on topics under discussion, biographical notices on delegates and officials, and a bibliographical section. The other is a United Nations yearbook which will include, among other things, a chronology of United Nations activities, an account of the work achieved by each organ, with the resolutions passed, the structure of the United Nations, with

the names of delegates and officials, a who's who, a list of publications issued during the year, a calendar of forthcoming United Nations events, and basic texts such as the Charter, together with amendments, if any. Both of these publications will be issued by the Department of Public Information.

It is likely that in addition there will be specialized and technical publications, for example a treaty series to take the place of the treaty series issued by the League of Nations.

All publications of the United Nations intended for public distribution will be available from Columbia University Press, International Documents Service, 2960 Broadway, New York City 27.

University Library Service to the Public

(Continued from page 310)

of assistance. The university library's clientele seems homogeneous in comparison. The university library is no better equipped to satisfy all sorts of people than the public libraries and special libraries are. All three together, however, can greatly widen the range of available library resources and, by coordinating their activities, greatly speed up and improve the quality of their services. University library service to the general public at present plays a minor role, because it is normally something merely permitted or good-naturedly agreed to. But when we face it and look at its implications, we recognize that it is actually the old problem of how to organize libraries of all kinds into a coordinated system. An old problem, it has greater urgency now than ever before because the times are urgent. It is a problem which challenges us as members of the library profession. As librarians and as citizens, university librarians have the opportunity, if not the duty, to send out the

library's resources and services to inform and guide the American people.

Must Serve Public

We university librarians have three distinct clienteles—the students, the faculty, and the general public, including extension students. During the next few years we may be tempted to ignore this third clientele altogether. If we do, we can justify ourselves on the ground that we already have more than enough to do on the campus; but this atomic age gives us an exceptional opportunity, if we care to take advantage of it. We have the opportunity to provide some of the information the American people need in charting their course through this crisis. It is not our job to supply most of what they require, but rather to supplement and help coordinate the service by other libraries. We shall profit by co-operation in many ways, particularly by advancing our profession and the common good.

Some Principles for Library Planning¹

THOUSANDS of library buildings have been built in the United States: public libraries, university libraries, college libraries, and special libraries. We have been building library buildings for a long time and, before we began, others were building them in older parts of the world. Yet it is almost a truism to say that the ideal library building has not been built. Indeed, it is more usual to discover that the newest building, lovingly and carefully planned, develops major faults as soon as its doors are opened, and that these faults grow in number and seriousness as the years go by. Why should this be so? Surely, librarians know well enough what they need. Surely, architects are clever enough and ingenious enough to know how to give it to them. Why has it not happened that the ideal library building has been built? This is a simple question, but the answer to it, unfortunately, is not simple. The answer is exceedingly complex. In this complexity are two sorts of considerations. One sort should not be there at all, because it is unreasonable. The other sort should not be there, either—but there is more excuse for its presence.

The unreasonable element may be disposed of first and then, perhaps, forgotten—forgotten, that is, except to remember that it is an ever possible bugbear which needs always to be dispelled by the bright light of reason before the serious business

of planning is commenced. The devising of a suitable library building is difficult enough without fatally handicapping the deviser at the beginning.

I am sure you all know what I mean. If we are to build a library building, surely it is nothing more than common sense to begin with a clean sheet of paper on which to draw our plans and not with a sheet already marked with encumbering lines placed there by someone to whom the ultimate purpose of the building is a secondary consideration. I am speaking, of course, of the donors—the ladies and gentlemen with the cash, may the good Lord bless them—be they individuals, boards, or communities. There is a lesson they need to learn. A library, my worthy friends with the open moneybags, is a library. It may also be a monument, if you will. But if it be a monument, its primary dimension should be measured in service and not in stone. A library is a monument worthy of the name because of what goes on inside its walls, not because it makes an imposing subject for a picture postcard.

Perhaps you believe this is not worth mentioning. Look about you at the mausoleums labeled "library," and ponder on the fact that even today an eminent architect is struggling with the plans for a great university library which must have white columns against red brick on all its sides, because the good lady said so in her will.

So much for the unreasonable element. Let's turn now to some things which make

¹ Paper presented at the meeting of the Association of College and Reference Libraries, Buffalo, June 18, 1946.

sense. But before we do so, let's state a principle for good library planning. We can do it very neatly in a paraphrase of an ancient axiom. Let's say that a donor's money should be seen and not heard—and let it go at that.

We are ready now to consider some of the reasonable reasons why the ideal library building has yet to be built, even after all these centuries of building. And here we are brought up short. Possibly we are wrong. Possibly the ideal library building has been built. Possibly the library of Alexandria, or the great Muslim Library of ninth-century Bagdad, or the library burned by the zealous Ximenez in Cordova in 1492—perhaps one or all of these were perfect libraries. Perfect, that is, in their time—but not perfect if they existed today. For a library building is perfect only in the present, not in the past. Nothing is newer than a library; nothing reflects more vividly—or, nothing should reflect more vividly—the ever-changing character of the agencies of written communication of knowledge and the uses to which they are put. So, a primary principle of library planning should certainly be modernity. In some public buildings we may be able to indulge ourselves with the inefficiency of medieval architecture for the sake of its esthetic appeal. We cannot afford to do this in our libraries.

We will not, if we begin our planning at the right end. A library, like a factory or a school or a home or a theatre, is a place where something happens. It is a building constructed for a purpose; an edifice erected to perform a function. Since this is true, there is only one way in which it can be properly planned. It cannot be planned from the outside in; it must be planned from the inside out. One may not begin with a Greek temple, or a Gothic cathedral, or a copy of Magdalene College—however

beautiful each of these may be—and put a successful library inside. One must begin with the library itself and build this first, and then put a wall around it to keep the weather out. The result of such a process, honestly performed, cannot help but be beautiful, with the honest beauty of function fulfilled—the same sort of beauty that we find in the airplane or the battleship or the motor car, the same sort of beauty that we find, if we are honest with ourselves, in the modern factory building.

Purpose for Which It Is Built

I should like to make two points here, in passing. The first of these I have already made by inference. It is this. The best architecture being planned today is factory architecture. This is true because the builder of a factory is interested in only one thing: to erect a building which will best serve the purpose for which it is built. When he does this, without cavil, he produces a beautiful building. He produces a building which is beautiful because its usefulness is apparent, because it translates into structure the purpose for which it has been built. A library should do the same thing. To put it simply, a library should look like a library. Why not? Are we, after all, so ashamed of our profession that we wish to make its home look like something else? Must we apologize in stone and bricks for the activities that go on behind the walls? Must we all put signs on our buildings, as the librarian of one great university wishes to do—signs reading "The books are on the inside?" Is there no beauty in librarianship, in efficient service to a questing public, which should be embodied in its house? If a church is what you want, by all means build a church—and worship in it. If a tomb is what you want, by all means build a tomb, and wither in it. But if a library is what you want, then build a library!

The other point I wish to make here, in passing, is this. Many of the elements in the architectures we copy today were functional once, but are functional no longer. We have lost sight of the reason, in our reverence for the form. This is a symptom of decadence—this worship of form beyond reason. It is a decadence we cannot afford in purposeful architecture. It marks us as builders who have not thought through our problems, who have not been willing to make use of the valuable contributions of science to the solution of our problems, who have been content to apply the solutions of yesterday to the problems of today. Believe me, those old builders whom we ape never did this. They built the best they could, using all the knowledge and all the ingenuity they could muster and daring to experiment with new forms when new forms met a need. They were realists, those old gentlemen. There was nothing decadent about them.

Useless Survivals

Let me give you a simple example of what I mean. Before the invention of modern means of artificial illumination and modern systems of ventilation, it was necessary to have large window openings. The only way to get large window openings was to have high ceilings, so there would be space for light and air. Thus, you see, high ceilings were functional and necessary. It was only by means of high ceilings that large floor areas could be lighted and large rooms could remain habitable from the standpoint of air to breathe. This was a handicap to the builder, because it meant that buildings had to be tall. In order to get light and air, a great amount of building cubage had to be constructed which had no other useful function than to furnish light and air. Our long association with rooms of this type has conditioned us to an extent to be-

lieve that ceiling height bears some necessary architectural and esthetic relationship to floor area. And so we go on building high-ceilinged rooms and wasting cubage which costs money to build and more money to heat and maintain, for a reason which has disappeared with the advent of adequate artificial light and adequate ventilation. I believe Michelangelo would have laughed at us—perhaps he is laughing at us, in some Parnassus of architects dead and gone—for he was a practical man and no apostle of decadence.

What a contradiction of purpose it is, after all, to build a lofty ceiling and then hang our lights on long chains from it to get them close enough to our tables to be of use! What is the function today of all that space above our heads? What library activity is it that goes on more than eight feet from the floor that makes this barnlike elegance obligatory? Or is it that we are afraid of the appearance of low-ceilinged rooms, well-lighted and well-ventilated with clean fresh air? If it be this fear that restrains us, then we are suffering from the same subtle malady that caused early motor car manufacturers to provide their horseless carriages with leather dashboards and whip-sockets. It is high time library architecture moved out of the horseless carriage era. It isn't necessary, perhaps, to go as far as Buckminster Fuller's Dymaxion car, all at once. But at least, let's get in line with Ford and Chrysler.

Must Keep Up with Change

All that I am saying is that things have been moving in the construction business. We can do a great many things today that were impossible yesterday. We don't have to do a great many things today that were necessary yesterday. To fail to do the things we can do and to go on doing the things we no longer are required to do is to

give a negative shake of the head to progress. It is worse than that. It is to give reason to the caricaturist's favorite prototype of the librarian as an elderly person whom the world has somehow passed by and left stranded amid the cobwebs and dust of a vanished civilization.

But it will be just as fatal to be modern in our architecture only because modern architecture appeals to us, as it would be to be medieval because we happen to like medieval buildings. I want to sound this warning because I believe there is sometimes a danger of being hypnotized by gadgets. The world—the modern world—is full of gadgets, very interesting gadgets. Novelty alone is never an excuse for their incorporation into a building plan, any more than tradition alone is an excuse for their neglect. Libraries, I repeat, are functional buildings. Every possible means should be used to make them as able as possible to fulfil their functions, whether that means be as new as tomorrow's sunrise or as old as yesterday's newspaper. The test of value is usefulness, not newness or age.

So, a primary principle in library planning is certainly to begin with a study of building function. This is so elementary that it seems silly even to state it. Every librarian who has ever built a building has begun with a list of the things he wanted the building to do. No one but a fool would do anything else. All of this is quite true. But, unfortunately, after he has begun with such a list, he has not always been true to it. Too often he has compromised. He has been afraid of the consequences of his convictions. He has a pattern in his mind—a pattern inextricably entangled with a priori ideas of beauty and traditional form—and he unconsciously squeezes and trims his functional plan to fit this pattern. The very language of library planning is a dead giveaway of this. "How large a stackroom

do I need?" "How many seats must I have in my reading room?" This is not functional language. This is pattern language.

Functional Building

A library is a place where books are used and where books are stored. That is functional. But books do not have to be used in a reading room; and books do not have to be stored in a stackroom. It is altogether possible that the perfect library will have neither of these, in the sense in which the terms are generally understood. Do you see what I mean? I am not for a moment trying to say that reading rooms and stackrooms have no place in a modern library. I am only asking that we begin at the beginning in our planning, and not in the middle. I am only saying that the first questions to answer are "How is reading best done in this situation, and how are books best stored?" If the honest answer is a reading room and a stackroom, then build a reading room and a stackroom. If the answer be something else, then build something else. Build what is needed, because it is needed; not what is traditional, because it is traditional.

"But if I do this," you may say, "it won't look like a library." Stop and think for a moment. A library is a place where books are used and where books are stored. If you build a building in which books can be used and books can be stored, you will build a library. And if you build a library, I'll bet it will look like a library. And if you build a building in which books can be used better and stored better than they have ever been before, it will look like a better library than has ever been built before. It may not look like the library Whoozis University built in 1910. Why should it?

So, the primary principle of good library planning is first to find out what you need and then go ahead and build it. And the

second principle is just as simple. Make up your mind before you start that what you need you can have and don't quit till you get it. Don't be put off by lazy architects or unimaginative contractors. Don't let anybody tell you that what you want is impossible, because it isn't. The technique of modern building, with its wealth of materials and its myriad of ways of doing things, is inexhaustable in its possibilities. It can be done, no matter what it is, if it needs to be done. Let me show you what I mean.

An Example

There are in this country hundreds of libraries—and this is an understatement if I ever heard one—hundreds of libraries which are quite adequate from the standpoint of size, if that size be measured in cubic feet. Yet they are inadequate because those cubic feet are misdistributed. There's enough cloth for the suit, but the coat is too long and the pants are too short and the waistcoat hangs too low and won't come together over the tummy. No one is to blame. Nothing is to blame, nothing except the inexorable change which is inseparable from progress. How could one expect anything different from this? If twenty years ago books were used in such and such a way, and library materials were of such and such a character, and library patrons acted in such and such a manner, and a building was carefully planned to embrace the needs created by all these things, a good library was built—twenty years ago. But if twenty years later the character of library materials has changed, and the character and pattern of their uses have changed, and the patrons act differently and want different kinds of things for different reasons, and new functions have been created and older functions have disappeared, then this library building which was so perfect then

falls far short of perfection now. And the more carefully and efficiently it was planned to fulfil the needs of yesteryear, the less well suited it is to fulfil the newer needs of today and tomorrow. The great *Bait al-kutub*—the House of Books—built by a caliph of medieval Bagdad was a wonder of its day. Scholars composed rhapsodies concerning its elegance and the treasures it contained. But a large proportion of its floor area was taken up with sleeping rooms for its patrons, and a major function of its staff was to feed the scholars who thronged to study its books, and a considerable item in its budget was for the purchase of paper and ink for the copying of manuscripts. None of these things is important in modern library economy. The building which housed the House of Books would scarcely be considered an efficient library structure today.

Growth Is Unpredictable

What is so strikingly apparent when viewed over the panorama of centuries is evident as well in the space of a relatively few years. It is a foolish man today who believes that he can foresee the structural needs of librarianship twenty or even ten years hence. We have learned better. We have learned that to make functional space provisions on the pattern of today is more likely than not to lead to a misfit building tomorrow. We have learned that it is impossible to foresee in which directions the needs for space will grow. We have learned that the direction of library growth is unpredictable, except in general terms. One thing we do know, beyond any doubt—a library will grow. It will grow in size and in activities, but where it will grow we cannot prophesy. Even more than the human figure, the library needs a two-way stretch.

And yet, we must build. We must construct buildings, and in order to construct

them, we must plan them. We must plan them to fit neatly the needs of today and susceptible of easy adaptation to the needs of tomorrow. At first sight, this appears to present a dilemma. But modern building technique has an answer. This answer is not a new one in the building field; it has been used for decades in the construction of industrial buildings. Perhaps as good a name for it as any is "adaptable construction." Adaptable construction is simply a type of construction which furnishes a maximum of free space within the enclosing walls. This means space which is adaptable to the needs of the moment, without the necessity of expensive and messy alterations. It means engineering the building in such a way that any square foot of floor space may be used for any purpose.

Under this system of construction, the old terms of reading room and stackroom and catalog room and reference room disappear from the vocabulary. A library building becomes simply an area of usable floor space surrounded by walls. What individual units of this floor space are to be used for depends upon the needs of the time. A given square foot may be part of reader space today; it may be used for book storage tomorrow; and five years hence it may be a corner in a professor's study room. All of this is brought about by improvements and innovations in structural design. It requires that all portions of the floor area be of uniform strength; that they may be heated, ventilated, and lighted according to the uses to which they are put; and that the introduction of partitions or the removal of partitions or changes in lighting or ventilation shall be neither difficult nor costly. This would have been impossible not many years ago, but we have learned how to do it today. The prerequisites have been many. They have been such things as new conceptions of structural members fabricated of

steel; new systems of ventilation without separate ducts which have been an ever-present barrier to easy building alteration; new ideas of floor construction to bear the heavy weight of massed bookstacks today and the lesser weight of readers and students tomorrow, without undue floor thickness or undue cost; new and more efficient systems for lighting which work as well in stackrooms as they do in reading rooms; and soundproof dividing walls independent of the structure which may be moved at will to give new space divisions without interfering with the electrical or heating or ventilating systems. All of these things are possible today—and they have set the library planner free from the bugbear of obsolescence. Along with them have come bookstacks independent of the structure, which may themselves be moved from one part of the building to another easily and quickly. And all of this may be constructed today with a minimum of fuss and bother, and changed the day after tomorrow as easily as it was built at first. This is true because the technique employed is what the builder calls "dry construction," to distinguish it from a construction in plaster and mortar which requires the use of wet materials and which is set and unchangeable when it has been completed.

Future Possibilities

These improvements in construction technique have brought with them great possibilities in the more efficient utilization of space in buildings. Because artificial light and air conditioning are now relatively perfected, it is no longer necessary to depend upon lofty ceilings and large window openings for light and air. Five stories of usable, comfortable, and efficient space may now be built where only three could be built before. For the same reasons, space-eating courtyards and light wells are no longer

necessary. Because floors can now be built economically to carry any reasonable load, separate stackrooms which immediately freeze the design of a building rigidly need no longer be built and the book storage space may expand in any direction within the building. (It becomes more simple to achieve a desirable intimacy between the reader and the book by scattering reading areas throughout the book storage space or by placing larger numbers of books in reading rooms.) Because dividing walls may be moved at will, it is no longer necessary to build structures of larger floor area than immediately required in order to be certain of meeting needs only guessed at. The library building, inside, now has the possibility of fluid growth, without hindrance; and this fluidity is transferred to the outside of the building, since nothing in the interior plan any longer makes it necessary to build additions in one direction rather than in another. Indeed, with modern materials it is altogether possible to make the outer walls of the building themselves adaptable, so that a whole wall may be removed without disturbing the structure and its material reused in an enlarged building.

Less Expensive

And the cost? Generally, desirable things come high. In this case, however, we are agreeably surprised. Far from increasing the cost of efficient building, modern building technique has generally made it somewhat less expensive. Competent estimates show that a given number of books, for example, may be accommodated in a structure like the one I have been describing for a little less than would be possible in a traditional building. And, if one takes into consideration the added efficiency and the added serviceability of such a building, the cost begins to appear surprisingly low. It is altogether possible

to construct a library building, completely lighted and air conditioned, and including its equipment and its furniture, for very little over one dollar a cubic foot; and in larger structures, where the advantages of prefabrication in quantity count greatly, this price can be substantially lowered. And when you have finished, you have a building which is good not just for the needs of today, but which can be adapted quickly and easily and inexpensively to the new needs of next year and the year after, and which all of the time will function as an efficient library plant, making service easy, and multiplying the chances for the library organization to realize to the utmost the possibilities inherent in the profession. You can indeed today build the library of tomorrow.

So, I have tried to give you two major principles for library planning. The first of these is, find out what you need and then build it. Think in terms of function and forget old patterns. Do this without fear that the result will be something other than a library, only because it may not look like the buildings we call libraries today.

The second principle is, when you know what you need, don't give up and don't compromise until you get it. It is not beyond your reach. Anything reasonable is possible. Building construction has made great strides in recent years, strides made possible by new materials and new handling of older materials. On these I have only been able to touch. To enumerate and describe them all would require far longer than the time I have. But we live in an age in which material things are our servants. Science and technology have opened up a world in which all things are possible. Some of them may take some doing, but they can be done. It requires imagination and enterprise and a willingness to experiment, but what you want you can have. So why not go out and get it?

Educational Implications of the New Ideas in Library Construction¹

THE NEW BUILDING methods and techniques that have educational implications, may be listed as follows:

1. Modular planning and dry construction
2. New methods of conditioning air
3. Improved lighting facilities
4. Less concern over the monumentality of buildings
5. Acceptance of the idea of a building that is friendly to man and nature.

Each of these may be briefly described:

1. Modular planning as it is being developed means simply that floor space approaches universal use. That is, any given floor area will accommodate, interchangeably, nearly all known library activities—book storage, seating for readers, library technical operations, use of special facilities, and instructional activities. The floor space also can accommodate new activities without involving complex or expensive structural operations. Dry construction means the use of floor, wall, and ceiling materials that are assembled, bolted, or otherwise fastened as units, not cemented or plastered as masses.

The first obvious result of this freedom in the use of interior space will be extensive experimentation in library arrangements and organizations and a very rapid disappearance of the standard pattern of organization. In the past, the librarian engaged in planning a new building did not dare experiment with a new idea because should his experiment fail his building would be

worthless and he would be fired. Now he is free to try new ideas. If they fail, another arrangement can be followed. For instance, the blueprints of the Iowa building show at least six methods of arranging reading rooms. We intend to try all six and eventually discontinue the ones that prove undesirable.

Thus, it follows from the above that in the planning of a modular building it is not necessary to anticipate the use which the building will get during its entire life span. We can plan our buildings for their maximum usefulness today and allow the same privilege for the next generation. A secondary effect of this is that it will not force librarians and faculty committee members to spend two or three years of their valuable time planning a building. It will also tend to destroy the illusion that a librarian who has gone through one building program is automatically an expert.

Third, modular planning should create better relations between the librarian and the architect, because it should prevent each from interfering with the true function of the other. The architect will concern himself with layout of communication and service facilities, with architectural style and appearance, and with engineering problems. The librarian will lay out the floor plan, and no antagonism can develop between the two. And I do believe that architects can make money doing a modular library.

2. New techniques suggest that we can afford to have air conditioning. If that is

¹ Paper presented at the meeting of the Association of College and Reference Libraries, Buffalo, June 18, 1946.

true, we shall no longer need to force the mass of a building into a shape that permits natural cross ventilation.

3. The same is true of lighting. Modern lighting is now good enough to be self-sufficient. Rooms need not be placed along an exterior wall if we do not want them there.

4. There probably will still be monumental libraries—Gothic, Manhattan, Georgian, and otherwise—but the trend is somewhat away from them. Campus planners are coming to understand that the harmony between a building and the technology of its time is just as important and desirable, if not more so, than the harmonies in surface resemblances between two or more adjacent structures. Or, to put it differently, we are getting an adult attitude toward the esthetics of architecture.

5. Libraries that are friendly to man and to nature are less stiff, formal, forbidding, and stylized than existing building. They will have a tendency to wear their hearts on the front steps, they will be easy to get into, more fun to be in, more replete with the amenities of modern living habits, and not at all chaste. They will make full use of color, materials, and furniture. They will exude a human smell, not that of lifeless stone.

Plan for Function

The essence of this new freedom is that we are free to plan for function. But what function? The freedom itself imposes nothing and suggests no philosophy as a guide to our functions. That, as always, can come only from our understanding, desires, and imagination.

Judging from what I can see in the various programs now proposed, I think there are certain common assumptions or directions behind all of them.

First, we librarians are an "untamed" lot

and we are no longer content to confine our interest to "collecting, preserving, and preparing for use," but we are now concerned with "use" and all that goes with the term. We are trying to create a working relationship between students and faculty that will give the nonlaboratory departments facilities comparable to those long enjoyed by the laboratory departments. Thus, terms like workshop, library-laboratory, reading laboratory, and "libratory" are now being used. Behind all of these plans is a striving for a new kind of intimate association among the three sides of the collegiate triangle: the teacher, the student, and the book.

Why? For some, merely to be in style. For some, to attract the attention of worthy donors. For others, the appeal of the new. One of us has said, to insure the presence of a mature and interested guide, while students are engaged in extracting facts from print and in converting these facts into principles. For it is while the student is reading that guidance is needed. That is the moment for discussion and exchange, which are as essential as is the laboratory assistant in the sciences. Our libraries have been laboratories without teachers. We librarians have not been teachers, we have merely been stock-room clerks, getting the salts and bromide when needed, but little more. We seem to be proposing to create working conditions in which it will be normal and easy to read and discuss at the right moment without distractive forces of time and place.

Barriers in Humanities

The barriers of time and space that now exist between the student and the faculty in the humanities and social sciences are so serious that most students never get over them at all. This is especially true in the larger universities. We consider this a great waste of human power, and our faith

in the power of print and the professor is so great that we are willing to go to much trouble to bring them together.

Second, all of us have lived long enough to have witnessed the gradual retreat of the idea of unity in education from "liberal" education (a four-year idea) to general education (a two-year idea). And most of us are agreed that in a university it is proper to create special library facilities to house the general education program. Some draw the line between graduate and undergraduate, others between general education and specialized education.

Princeton, Pennsylvania, and the Massachusetts Institute of Technology do not believe in providing special quarters for this idea, their reasons being, I judge, that their students mostly come from cultured Eastern homes and from private secondary schools which equip them to be at home immediately in the contents of a university library. Harvard is thinking of an undergraduate library to house some one hundred thousand books and one thousand readers. So is Indiana. Kenyon College is thinking of a "World Room" that stresses the global dimension of liberal education. Iowa plans a "Heritage Library"—a visual presentation of the history of ideas, chronologically arranged, as a device for helping students fix in their minds the basic concepts that students must know before they can absorb general education or begin specialized education.

And so it goes. Librarians are counting on their buildings to do something more than passively house programs. They expect them to be programs.

More Integration with Instruction

Third, once you conceive of the library as a program, either you are properly meshed in the educational machinery of your institution or else you are spinning

your own wheels. It looks to me as though in a few years there will more B. Lamar Johnsons or Evelyn Steele Littles in our midst. Likewise, I think it entirely possible and reasonable to consider the combination of librarian and graduate school dean. In the meanwhile, these programs will not go unless they are planned from the inside out, not just as declarations of good intention.

Visual Aids Center

Fourth, those of you who have read Paul Wendt's article on "A Center of Audio-Visual Aids Service" (published in the May 1, 1946, issue of *Higher Education*) will know quite clearly that we librarians have some straight thinking to do on the question of visual aids in the library.

Thus far, all of us have said that we want visual and auditory aids used in our libraries and we are providing rooms for them—or at least we think we are. We have thought of them simply as a new learning medium and, therefore, as legitimate library material. We have not held to a static definition of print. But Mr. Wendt tells us that we librarians have been enemies of visual aids, that we are too dumb or impractical to manage their use, that they must be handled by a separate independent agency which will buy, process, and prepare for use visual aids just as we do books. So in a little while there will be competition between the visual aid director and the library director for funds for instructional material. Our askings are made under the guidance of a faculty committee. Theirs are not. We are going to want to house slides and films in the library where readers can use them. They will want them elsewhere. What the student and the professor want, I do not know. I suggest that we ask them before we get further into this controversy. In the meanwhile, we are planning buildings that permit extensive use of the materials.

Fifth, of course, we are planning libraries in which people can go and read by themselves and not be bothered by anyone. But also, we are trying to get in the building the human factor that will stimulate the student to assume the initiative in learning. Surely we can agree that one fault of our present system of lecturing to students in large classes is that it fosters a passive attitude toward learning. We stand for the idea that each person should dig out and organize his own materials, under guidance, of course—and print is his source material.

Sixth, our faculties are coming more and more to practice an organismic psychology of learning. Instead of relying upon a system of tests and examinations as the sole criterion for evaluating a student's knowledge and understanding, they deem it necessary to know a good deal about the total personality of the student. The kind of working relationships found, for instance, in the Princeton library will provide just the setting that is needed to enable the professor to see his student as a personality in action, often and in lifelike situations. Thus, I say that our libraries provide the right kind of setting for learning as the professor wants it.

Seventh, in most of our institutions we are witnessing the development of areas of concentration curricula to be imposed on the traditional major system, the purpose being, of course, to get more breadth and less specialization. Such an idea would seem to confirm the wisdom of the subject divisional idea in the library. This idea is no longer new, of course. Unfortunately, it has had to prove itself during the war years when abnormal conditions have prevailed. But even so, it seems to have established itself as a sensible method of presenting materials and a plan that permits

a logical use of library subject specialists. In spite of its origin and of its use at Brown, the idea is finding less favor along the Atlantic seaboard than in the West and Midwest. Now that one courageous Eastern director has ventured into the hinterland, even beyond Chicago, who knows? It may be announced soon, like the Harvard general education, as a brand new thing.

Library Specialization

Eighth, the idea of library specialization has grown rapidly under the stimulation of MacLeish, Evans, Metcalf, Boyd, and others, and the idea has taken hold. If so, and if each library is to accept responsibility for building complete collections in certain fields, I believe this work can be done properly only if we establish a better partnership between the library acquisitions personnel and the subject specialists. And I believe this partnership will be easier to establish in those libraries that are contemplating the housing of teaching staffs adjacent to the subject collections than in the traditional libraries. And it will be easier in those libraries that are trying to organize themselves so that they can afford to develop library subject specialists who can work with the faculty on a realistic basis on the buying of books.

In summary, I have tried to list the new ideas in library planning and construction that have educational implications, and I have suggested what these implications might be. Then I have tried to state some of the uses to which library planners are going to put these libraries, with their flexibility, their humaneness, and their freedom. In such buildings, the quality and nature of the educational programs can be taken as a true measure of the librarians who live within the walls.

New Periodicals of 1946—Part I

A FEW scholarly journals have made their first appearance during the early months of 1946. Especially significant are the new publications in the fields of chemistry, medicine, and law.

Chemistry

In January 1946 there appeared the first issue of the *Journal of Polymer Research*, which plans to report original research on all phases of the chemistry and physics of large molecules. Although the text is to be in English, contributions from foreign scientists are to be included. The editorial board is composed of representatives from the American Chemical Society, the American Physical Society, and the Society of Rheology. Also in January there appeared the *Journal of Colloid Science*, having an international staff of editors with an American editor-in-chief. The first issue contains original papers from staff members of such institutions as the University of California, Cambridge University, and the University Medical School in Budapest. *Powder Metallurgy Bulletin* has for its fields the realm of powder metallurgy and related sections of physical and general metallurgy. Original articles, reviews, and abstracts are to be included.

Medicine

Two new journals concerning geriatrics have been published. *Geriatrics*, the official journal of the American Geriatrics Society, is to be devoted to research and clinical study of the diseases and processes of the aged and aging. The contributors to the first number are chiefly physicians, many of

them medical school professors. Published for the Gerontological Society is the *Journal of Gerontology*. The first issue consists of original articles dealing with, or bearing on, the problems of the aging, review articles, and selected abstracts from current literature appropriate to the subject. A supplement is issued separately which digests in nontechnical language, articles from the journal. The publisher of the *Journal of the History of Medicine and Allied Sciences* is planning a periodical which will cover all aspects of the history of medicine, public health, dentistry, nursing, pharmacy, veterinary medicine, and the various sciences that impinge on medicine. A sampling from the contents of the first issue shows an article on medical education in seventeenth-century England, a biographical sketch of an early American physician, and a history of pharmacopoeias. The American Medical Association is publishing a new journal, *Occupational Medicine*, which is to serve as "a medium for the advancement of knowledge on the diseases of industry and for the publication of scientific investigations in this field." Bibliographies accompany each article and abstracts from current literature and book reviews are included. The *Journal of the American Medical Women's Association* aims to be a representative organ for reporting the best type of work by women in medicine and at the same time to offer an opportunity to members of the medical profession to submit articles for publication.

Law

Not intended to be exclusively of inter-

est to jurists, but also to historians of law, is the Americans through articles, fiction, photographs, and cartoons from the press of Great Britain and her colonies. *The Journal of Juristic Papyrology*, published by the Polish Institute of Arts and Sciences in America and edited by Raphael Taubenschlag, research professor in ancient civilization, Columbia University, and professor of Roman law, University of Cracow. It plans to publish the studies made from papyri legal instruments and papyri of legal significance. A less scholarly journal, but one of importance because of its field, is the *Food, Drug, Cosmetic Law Quarterly*, published by Commerce Clearing House. *World Trade Law Journal* is to deal with rules and regulations affecting American commerce and general business interests abroad. There are to be included articles on foreign law subjects of current interest.

International Understanding

The problems arising from victory and the necessity for world understanding have given rise to the publication of the greater number of the new periodicals. Although some of these are definitely biased, many undoubtedly will be helpful. The *International Journal*, published by the Canadian Institute of International Affairs, presents such subjects as the control of the atom bomb, the Security Council and the United Nations, the Soviet foreign policy, etc., primarily for the information of a Canadian public and secondarily to present the Canadian point of view to other nations. *France Forever*, whose subtitle says it is "devoted to French-American friendship," hopes to show France's attitude toward the problems of peace to the American people. *Monde Uni*, published in New York for the French in France or abroad, also hopes to serve the cause of Franco-American friendship. The *China Clipper* aims to do the same for Chinese-American relations. *The British Magazine* hopes to create better understanding between the English and

the Americans through articles, fiction, photographs, and cartoons from the press of Great Britain and her colonies. *The United Nations News*, published by the Woodrow Wilson Foundation, will be devoted exclusively to news and reports about the activities of the United Nations, its functional agencies, and other international organizations. To present the scientific facts of atomic energy and their implications for society, the National Committee on Atomic Information has been established by sixty national organizations, such as the American Association for the United Nations, Federal Council of Churches of Christ in America, United Steel Workers of America, C.I.O., National League of Women Voters, and others. Their publication, *Atomic Information*, is biweekly.

Diplomacy

Of especial interest to persons considering careers in the diplomatic service, is *Corps Diplomatique*, published in Washington. Included in the first issue are discussions of the international conferences to be held during the month, the unique school for diplomats being conducted at the Army war college in Washington, biographical sketches of U.S. and foreign ambassadors, and the foreign office reorganization plan.

Minorities

The problem of the Jews in Palestine is being treated in *Palestine Affairs, an Information Bulletin on Palestine and the Middle East*, published by the American Zionist Emergency Council. Similarly, the American Federation of Polish Jews is issuing *Federation News-Letter* in the interest of their group. The *New South*, superseding the *Southern Frontier*, has for its aim the study of the over-all problem of the South, that is, its economic, civil, social, and racial conditions. The *Armenian*

Quarterly, published in New York by the American-Armenian Cultural Association, under the editorship of Constant Zarin, promises to be a scholarly publication. Its purpose is to make known abroad the results of the research on the culture, history, art, language, and literature of Armenia, by scholars in Armenia, and to assemble the contributions of Armenians residing in Europe and America.

Social Science

Few new journals in the field of the social sciences have appeared. *Numen*; *Revista Cultural*, published in Mexico, discusses the social, political, and cultural problems of Mexico. *The Vanguard*; a *Layman's Journal of Social Welfare Devoted to the Prevention of Delinquency and the Reduction of Crime*, presents articles on thought-out and worked-out plans of communities of the United States of outstanding civic attractions and accomplishments which are solving social problems.

Education

Only one new title in the field of education has been noted. *Film Forum Review*, published by the Institute of Adult Education and the National Committee on Film Forums, aims to describe and analyze films from the point of view of their fitness in adult education programs and in defining issues of current interest.

Literature

A few new literary magazines have appeared which claim to be either "an avenue of expression for new writers," like *The Contemporary* published in Detroit and *Arts et Lettres* from Paris, or which expect to publish "the best writing that is being produced" like the *Northern Review* from Montreal, *The Chicago Review*, "a campus publication" from the University of

Chicago, and *Variegation, a Free Verse Quarterly*, from Los Angeles. The *Chicago Tribune's* literary pages grew into a full section in the *Chicago Sunday Tribune Magazine of Books*, similar in make-up to the book reviewing magazines of other newspapers. The *Story Digest* condenses stories from contemporary fiction appearing in the magazines. The former editors and writers of *Yank* and *Stars and Stripes* are continuing to write for *Salute*. Some fiction, signed articles of current events and problems, letters, illustrations, and cartoons make up the publication. The National Council of Industrial Editors has begun the publication of *Dead Line; the Publication for Industrial Editors*, which it hopes will serve as a guide for the entire house publication profession.

Bibliography

In the field of bibliography the *U.S.A. Book News*, an inter-American edition of the *Publishers' Weekly*, is undoubtedly the most important new publication. It is being published at the suggestion of the U.S. International Book Association for the purpose of improving the distribution of U.S. books around the world. Each issue will contain news and special articles, best-seller notes, translation notes, announcement of prize awards, stories of bookselling methods and bookstore planning, reports of visitors to and from the American republics, and many other features. It will carry a condensed list of one month's output of all our publishers and space for the announcements of any U.S. publishers of accepted standing. The *Universal Guide to Free Publications* is a classified list, consisting chiefly of U.S. and state government publications, giving title, series, and address from which the publications may be secured. Business, craftsmanship, education, geography, home-making, are some of the subjects covered.

SUMA Bibliográfica, from Mexico, is an authoritative guide to the literary output of Hispanic America, intended for dealers and readers of books. It is to include a listing of all important new Latin American publications which have appeared during the month, as well as reviews, news, and comments. *Latin-American Book Memorandum*, published by Science Service, Washington, is issued in connection with the book translation project which Science Service is administering for the Department of State. It lists those books from South America whose authors or publishers are desirous of having them translated into English. Also, by means of this publication, the service is attempting to find new English books which should and could be translated into Spanish and Portuguese. *Palestine and Zionism; a Bimonthly Bibliography of Books, Pamphlets and Periodicals*, prepared by the Zionist Archives and Libraries, New York City, indexes by author, title, and subject, books, periodicals, and pamphlets written in Hebrew, English, Yiddish, and other languages and published in Palestine and elsewhere, as well as the official publications of all Zionist groups.

Music

The Institute of Renaissance and Baroque Music has started the publication of the *Journal of Renaissance and Baroque Music*. The aim is to publish the results of studies made from original sources from these two epochs in the history of music which have been relatively little investigated. There will be a section of announcements of the literary acquisitions by libraries, of exhibits, concerts, seminars, lectures, and conferences.

Local History

A few local historical societies have begun publishing a new journal. The most

impressive one is *Delaware History*, from the Historical Society of Delaware, which hopes to stimulate the study and writing of that state's history. Letters, diaries, and manuscripts, heretofore unpublished, are to be included. The Northampton County, Pa., Historical and Genealogical Society has begun an *Historical Bulletin*, the first issue of which was a monograph on "Early Northampton County." *The Upper Ohio Valley Pioneer, a Historical Quarterly* will feature the publication of historical manuscript material. The editor states that "in selecting material for publication a very liberal interpretation will be given to both the phrase 'Upper Ohio valley' as embracing a precise geographical area and the word 'pioneer' as covering a definite period of time."

Engineering

Engineering was still another field in which few new journals were launched. *Coal Technology*, a bimonthly, will publish some of the technical publications of the Coal Division of the American Institute of Mining and Metallurgical Engineers in advance of their appearance in the institute's annual *Transactions*. *Navigation*, with emphasis on aerial navigation, was started by the Institute of Navigation.

Patents

Public Domain; a Digest of Expiring Patents, in addition to showing the date of expiration, gives the name of the inventor, assignor, if there was one, date of filing, a diagram, and brief description of the patent. An alphabetical index serves as a key to a numerical arrangement.

Commerce and Finance

"Facts—and fast!" is the slogan of the *Far East Trader*. Cables from correspondents in the East report trade and economic

conditions and opportunities for trade of interest to U.S. traders. *The Modern Investor; a Magazine for the Buyers of Securities*

, presents economic and business conditions to show where investments may be good.

Periodicals

- Armenian Quarterly*. American-Armenian Cultural Association, Inc., 9 E. 89th St., New York City. v. 1, no. 1, Spring 1946. \$6.
- Arts et Lettres*. 83, rue Notre-Dame-des-Champs, Paris. v. 1, no. 1, March 1946. Frequency not given. 800frs.
- Atomic Information*. National Committee on Atomic Information, 1621 K St. N.W., Washington 6, D.C. v. 1, no. 1, Mar. 4, 1946. Biweekly. Free on request.
- The British Magazine*. H.S.H. Enterprises, Inc., 30 Rockefeller Plaza, New York City 20. v. 1, no. 1, May 1946. Monthly. \$3.
- The Chicago Review*. Room 304, Reynolds Bldg., University of Chicago, Chicago 37. v. 1, no. 1, Winter 1946. Quarterly. \$1.50.
- Chicago Sunday Tribune Magazine of Books*. Magazine of Books, *Chicago Tribune*, Chicago 11. Feb. 3, 1946. \$2.
- China Clipper*. China Clipper, Inc., 2315 Broadway, New York City 24. v. 1, no. 1, February 1946. Monthly. 25¢ per issue.
- Coal Technology*. American Institute of Mining and Metallurgical Engineers, Inc., 29 W. 39th St., New York City 18. v. 1, no. 1, February 1946. Bimonthly. \$6 (\$6.60 foreign).
- Contemporary*. 3100 Eaton Tower, Detroit 26. v. 1, no. 1, Winter 1946. Quarterly. \$1.
- Corps Diplomatique*. C.D. Publishing Co., 2647 Connecticut Ave. N.W., Washington 8, D.C. v. 1, no. 1, May 1, 1946. Semimonthly. \$10.
- Dead Line*. National Council of Industrial Editors, 480 Lexington Ave., New York City 17. v. 1, no. 1, May 1946. Monthly. Price not given.
- Delaware History*. Historical Society of Delaware, Old Town Hall, Sixth and Market Sts., Wilmington. v. 1, no. 1, January 1946. Semi-annual. Included in \$5 membership fee or \$1 per single copy.
- Far East Trader*. Foreign Trade Publications Co., 1119-23 Harrison St., San Francisco. v. 1, no. 1, Mar. 27, 1946. Weekly. Price not given.
- Federation News-Letter*. American Federation for Polish Jews, 225 W. 34th St., New York City 1. v. 1, no. 1, Mar. 1, 1946. Frequency and price not given.
- Film Forum Review*. Institute of Adult Education, Teachers College, Columbia University, 525 W. 120th St., New York City 27. v. 1, no. 1, Spring 1946. Quarterly. \$1.
- Food, Drug, Cosmetic Law Quarterly*. Commerce Clearing House, 214 N. Michigan Ave., Chicago 1. v. 1, no. 1, March 1946. Quarterly. \$10.
- France Forever*. France Forever, Inc., 587 Fifth Ave., New York City 17. v. 1, no. 1, Mar. 1, 1946. Semimonthly. Price not given.
- Geriatrics*. American Geriatrics Society, 84 S. 10th St., Minneapolis 2. v. 1, no. 1, January/February 1946. Bimonthly. \$3.
- Historical Bulletin*. Northampton County Historical and Genealogical Society, 4th and Ferry Sts., Easton, Pa. no. 1, May 1946. Frequency and price not given.
- International Journal*. Canadian Institute of International Affairs, 230 Bloor St. W., Toronto 5, Ont. v. 1, no. 1, January 1946. Quarterly. \$3.
- Journal of Colloid Science*. Academic Press, Inc., New York City. v. 1, no. 1, January 1946. Bimonthly. \$10.
- Journal of Gerontology*. Charles C. Thomas, Publisher, 301-27 E. Lawrence Ave., Springfield, Ill. v. 1, no. 1, January 1946. Quarterly. \$6.
- The Journal of Juristic Papyrology*. Polish Institute of Arts and Sciences in America, Herald Square Press, Inc., New York City 13. v. 1, no. 1, 1946. Frequency and price not given.
- Journal of Polymer Research*. Interscience Publishers, Inc., 215 Fourth Ave., New York City 3. v. 1, no. 1, January 1946. Bimonthly. \$8.50.
- Journal of Renaissance and Baroque Music*. Institute of Renaissance and Baroque Music, 1430 Massachusetts Ave. (Harvard Square), Cambridge, Mass. v. 1, no. 1, March 1946. Quarterly. \$4 (\$4.50 foreign).
- Journal of the American Medical Women's Association*. Apt. 406, 3300 W. End Ave., Nashville 5, Tenn. v. 1, no. 1, April 1946. Monthly. \$3.
- Journal of the History of Medicine and Allied Sciences*. Henry Schuman, 20 E. 70th St., New York City 21. v. 1, no. 1, January 1946. Quarterly. \$7.50 in U.S., Canada, and Latin America (\$8.50 foreign).
- Latin-American Book Memorandum*. Science Service, 1719 N. St. N.W., Washington 6, D.C. no. 1, Feb. 23, 1946. Frequency and price not given.
- The Modern Investor*. The Modern Investor, 82 Beaver St., New York City 3. v. 1, no. 1, March 1946. Monthly. \$3.
- Monde Uni*. Bleu, Blanc, Rouge Publications, Inc., 587 Fifth Ave., New York City 17. June 1946. Monthly. \$3.
- Navigation*. Institute of Navigation, 405 Hilgard Ave., Los Angeles. v. 1, no. 1, March 1946. Quarterly. Membership in the institute.
- New South*. Southern Regional Council, Inc., 63 Auburn Ave. N.E., Atlanta 3. v. 1, no. 1, January 1946. Monthly. Price not given.
- Northern Review*. First Statement Press, 635 St. Paul St. W., Montreal. v. 1, no. 1, December 1945/January 1946. Bimonthly. \$2.
- Numen*. Av. Isabel la Católica 30, Despacho 11, Mexico, D.F. v. 1, no. 1, April 1946. Monthly. Price not given.
- Occupational Medicine*. American Medical Association, 535 N. Dearborn St., Chicago 10. v. 1, no. 1, January 1946. Monthly. \$6.
- Palestine Affairs*. Research Dept., American Zionist Emergency Council, 342 Madison Ave., New York City 17. v. 1, no. 1, February 1946. Monthly. Price not given.
- Palestine and Zionism*. Zionist Archives and Library, 41 E. 42nd St., New York City 17. v. 1, no. 1, January/March 1946. Bimonthly. Price not given.
- Powder Metallurgy Bulletin*. Dr. Paul Schwarzkopf, 320 Yonkers Ave., Yonkers 2. v. 1, January 1946. Bimonthly. \$5 (\$5.50 foreign).
- Public Domain*. Scientific Development Corporation, 614 W. 49th St., New York City 19. v. 1, no. 1, May 14, 1946. Weekly. Price not given.
- Salute*. Vet Publishers, Inc., 19 Park Pl., New York City 7. v. 1, no. 1, April 1946. Monthly. \$1.50.
- Story Digest*. Popular Publications, Inc., 2256 Grove St., Chicago 16. v. 1, no. 1, June 1946. Monthly. \$2.50 (\$3.50 foreign).
- SUMA Bibliográfica*. Reforma 12-313, Mexico, D.F. v. 1, no. 1, April 1946. Monthly. \$3 outside Mexico.
- United Nations News*. Woodrow Wilson Foundation, 45 E. 65th St., New York City 21. v. 1, no. 1, January 1946. Monthly. \$2.
- The Universal Guide to Free Publications*. Research Publishing Co., 622 Penfield Bldg., Philadelphia 5. no. 1, March 1946. Monthly. \$1.
- Upper Ohio Valley Pioneer*. Delf Norona, 315 7th St., Moundsville, W.Va. v. 1, no. 1, March 1946. Quarterly. \$1.50.
- U.S.A. Book News*. R. R. Bowker Co., 62 W. 45th St., New York City 19. v. 1, no. 1, January 1946. Monthly. \$2.
- The Vanguard*. Continental Press, Cleburne, Tex. v. 1, no. 1, March 1946. Quarterly. \$1.
- Variation*. Variegation Publishing Co., 124 W. 4th St., Los Angeles 13. January 1946. Quarterly. \$1.
- World Trade Law Journal*. Commerce Clearing House, Inc., 214 N. Michigan Ave., Chicago. v. 1, no. 1, January 1946. Quarterly. \$10.

In-Process Records

ONE OF THE PROBLEMS of a large cataloging department is to locate quickly books "in process" in the department. In a library where hundreds of books are received weekly and may be assigned to ten or fifteen catalogers, it is often difficult to locate wanted items and frequently searching for them involves a considerable expenditure of time on the part of one or possibly several catalogers. The only way to insure a quick and easy finding of any title, be it pamphlet, book, or serial publication, is to have a system of records for books in process which carries them from their arrival in the cataloging department to their departure for the shelves of the stacks or the department for which they are destined, and to keep this record until the catalog card is filed in the public catalog.

Such a record is also an aid to the acquisition department in checking orders to determine whether or not requests for purchase are duplicates of titles already in the library. In a large institution which contains many departmental libraries, several copies of one title may come in at intervals and each copy may be assigned to a different cataloger. The in-process file would list all copies and thus prevent unnecessary duplication of L.C. card orders or of mechanically reproduced cards.

The in-process record has not been considered at length by writers on cataloging department procedure—possibly because only in the last few years has the acquisition of new books in sufficient numbers made it difficult to locate titles in process. In Cannon's *Bibliography of Library Economy* there are two references in the

index to "Process work." One is an article¹ which described the use of process slips in the Public Library of the District of Columbia and in the Cambridge Public Library. In the former, the process slip was used in conjunction with the order department records and was destroyed as soon as the book was cataloged. In the latter, the process slip remained in the volume until it had gone through the various processes of preparation for the shelves, being initialed by each person who dealt with it, and then was filed in the catalog department and used to obtain the count of classified accessions for the month. The other reference is to an article by Henry A. Sharp,² which is concerned with the routines through which books are supposed to go before reaching the clientele.

Library Literature contains no direct reference to in-process records and no mention of them is made by Akers, Bishop, or Irwin in their books on cataloging. Mann discusses briefly the waste of time in searching for books in process.³

Wyllis E. Wright, in his article "The Internal Organization of the Catalog Department,"⁴ discusses the in-process catalog in use at the New York Public Library. There the order card is held as a record in the catalog department until the official catalog card is filed. Mr. Wright stresses the importance of records at each stage of the journey of material in the catalog depart-

¹ *Bulletin of Bibliography* vol. 8, 1914.

² *Library World* vol. 15, 1913.

³ *Introduction to the Cataloging and Classification of Books*. 2d ed. Chicago, American Library Association, 1943, p. 238.

⁴ Randall, W. M., ed. *The Acquisition and Cataloging of Books*. Chicago, University of Chicago Press, 1940.

ment and says:

Accurate records of work done and of location of material at all times seems to me one of the fundamental needs in efficient organization. The time spent looking for the book which one is sure was on this shelf only yesterday, the time wasted because the staff member who had this is not in the room just now, the time and temper lost by a patron because a book in process cannot be found, are marks of bad management. On the other hand, we must beware of excess records, beyond the needs of the system. If there is sufficient material so that a single piece can be lost, or enough of a staff so that too many people have to be interrupted to find material, records of the position of the material in the department are necessary.⁵

In an effort to gather information concerning active process files, visits were made by the writer to four research libraries in New York City. Two of these, New York University and Teachers College, are not very large but they are research libraries, serving a clientele similar to that of the two larger institutions, Columbia University and the New York Public Library Reference Division. All four have a frequent demand for information about books in process.

The New York Public Library Reference Division, which catalogs annually forty thousand books and pamphlets in addition to fifty thousand serial volumes, holds some material in the department for two years before it reaches the shelves. The in-process catalog thus becomes a necessity. In this library there are three in-process files—one for documents, one for serials, and one for the general cataloging division, including personal authors or nonserial titles. The documents and serials in-process catalogs, in the main, follow the procedure of the general cataloging section, so a description of the processes of cataloging a book and the part the in-process catalog plays

will explain the system in sufficient detail. The order card or a similar card for a gift forms the basis for the in-process catalog. On the in-process card are recorded the author, title, imprint, source from which title was taken, dealer and date ordered, date received, date given to the cataloger and cataloger's initials, class mark, the temporary number assigned if the material is held in the department, an indication whether the material is to be bound, and the date the copy slip is sent to the printer. The books are arranged chronologically by date of receipt before going to the cataloger, so they can be found easily. For bound books published within the last two years, a temporary card is sent to the catalog and also to the divisional catalog if necessary when the book has been cataloged and sent to the shelf. It takes two or three weeks for cards to go through printing, and after the cards come back it may be six months before the headings are added to the cards and they are filed into the catalog. When the official catalog card is filed, the in-process card is removed and destroyed. Since there is a delay of some months in cards reaching the catalog, older books for which no temporary card is made can be located only by the in-process file. This seems to be a satisfactory system and as nearly foolproof as possible in a large library.

The cataloging department of the New York University Library, Washington Square, presents a great contrast in the size of its staff and the number of books it handles. About fifteen thousand books are cataloged yearly. In this library the order department sends two slips to the cataloging department when the book is ordered. One slip is used for the L.C. card order, and the other, stamped "L.C. cards ordered," placed in the book when received. While waiting for the L.C. response to the

⁵ *Ibid.*, p. 131-32.

order, no card record is kept, but the books are alphabetically arranged on the shelves where they can be easily found. If there is to be a delay in obtaining L.C. cards, a temporary author card is filed in the public catalog and the book is held. If the book is sent on temporarily cataloged, as new books sometimes are, the "L.C. cards ordered" slip is placed in the L.C. order file, which forms an in-process catalog. Books for which L.C. cards cannot be obtained are promptly cataloged, and the cards are kept in alphabetical order until filed in the catalog so that a title can always be found. Temporary cards for important monographs and new open entries are put in the catalog. The official catalog and shelflist are in the catalog department and hence all records are accessible. With so small a number of books and cards going through fairly rapidly, books in process are not difficult to locate.

Teachers College Library handles about six thousand books a year. In addition to the regular order file in the acquisition department, which contains a card for each book ordered, stamped with the date of its receipt, a manifold of six slips is used. One of these slips goes to the dealer, one to the departmental library, and one is filed according to order number. A fourth slip is used as a temporary card in the public catalog, marked "ordered," and remains there until the cards are filed. Another slip is used as the order sent to Library of Congress. The remaining slip is filed in the L.C. outstanding order tray while waiting for L.C. cards, if the book is cataloged immediately. If the book is held in the cataloging department until L.C. cards come, the slip is kept with it. For gifts of recent publication date, a card is made and filed with the order cards in the acquisition department. No record is made for older books, which are kept together on the

shelves until cataloged. With a small number of books and duplicate records at hand for all titles ordered, any book should be easily found in a department of this size.

The last cataloging department considered, that of Columbia University Libraries, is more nearly comparable with that of New York Public Library, although its book collection and staff are somewhat smaller—Columbia handles about twenty-four thousand new titles a year, not including the law or medical divisions and not counting serials. The documents and serials divisions both keep their own in-process files, which are much more complete than that of the general cataloging division, but a description of the latter will suffice for this paper.

The Acquisition Department of the Columbia Libraries uses a nine-slip correlated order form, allocated as follows: Form 1, record copy; Form 2, bursar's copy; Form 3, original purchase order; Form 4, outstanding order record; Form 5, Library of Congress card order; Form 6, departmental copy; Form 7, rider copy (kept in outstanding order file until book arrives, then sent on with book); Form 8, claim copy; Form 9, supplementary slip (sent to cataloging department and kept there as a duplicate of the order sent to the Library of Congress). A separate file is kept of those items for which there is no order card—gifts, exchanges, and purchases *en bloc*. For these, two copies of the searcher's slip are made, one going to the cataloging department with the book, and the other put in the "Received Orders" file. The cataloging department retains these slips with the books, and subsequently, with the cards, through the card proofreading process, after which the slips are date-stamped and returned to the acquisition department. Since the return of the slip to that department is a signal that cards have reached

the public catalog, the corresponding slip in the "Received Orders" file is removed, and both are discarded. If the book is sent to a departmental library for consideration, the slip is filed in a separate drawer marked "Offered to Libraries," until a departmental library indicates that it wants the item, when the slip is transferred to the "Received Orders" file and the book is sent to the cataloging department, after which the procedure follows the routine described above. If a title is put in the duplicate collection, a slip bearing a broad subject heading is placed in the book, and a duplicate slip is put in the file of "Duplicates."

This system ensures the prompt locating of a title in the acquisitions department, but the records kept in the cataloging department are by no means as complete, and once a book reaches there, it is not always found easily.

The in-process catalog for the general cataloging division, which was begun about six years ago, is not intended to be complete—it is mainly to cover the titles which remain in the cataloging department for some time. If the title is already in the Columbia catalog, the preliminary cataloger removes that card and puts it in the book, and if there is an L.C. card in the depository which is not in the Columbia catalog, he also puts that in the book and sends it on to the cataloger. If the cataloger completes work on the book at once, or plans to do so within a few days, a record, ordinarily either the searcher's duplicate slip or preliminary cataloger's work slip, with the addition of the cataloger's initials and the date, is put in the in-process file. This slip is necessarily removed when the cataloger proceeds to catalog the book, since it carries the information needed for cataloging. A temporary card is put in the catalog for all books for which L.C. cards are delayed, for all new books of any importance, and for older

books if the subject or author seems to warrant it, while L.C. cards are going through the cataloging department. However, no temporary card, as a rule, is made for books for which cards are being typed or mimeographed. Hence, in many cases the only way to find a book after it is cataloged but before the cards reach the public catalog is through the shelflist and the trays of cards, alphabetically arranged, waiting to be handled by the typists.

It is interesting to note that three of these libraries use a duplicate of the order card, or the order card itself, as their in-process records, thus avoiding unnecessary duplication of work. Of course, there is always the danger of the wrong entry on the order card not being caught when the book is cataloged under a different entry, but each of the cataloging departments tries to detect any such differences and note them on its in-process slips. Probably the ideal method is to put a temporary card in the public catalog for every title, but for a large library cataloging many thousands of books each year this would involve considerable time and money, and it is a question whether it would be worth while. The only sure way of locating a title quickly and easily in a large cataloging department is to keep a complete in-process record for every book or pamphlet in the general cataloging division until the cards are filed in the catalog. Catalogers are burdened with a great many records of varying usefulness, but probably most of them will agree that for any department handling thousands of books annually, an in-process catalog is a great timesaver. It need not be an added expense if a duplication of the order card or of the preliminary cataloger's work slip is used. In case of gifts and exchanges, the use of forms which provide at one typing slips for L.C. card orders and temporary records is suggested.

Authors' Names in Negro Collections

THE MANY PHASES of Negro life and history have been the subject of an increasing body of university research in recent years.¹ At the same time, racial problems brought into focus by world conditions have directed the attention of many laymen to the problems of minority groups. In consequence, all types of libraries have become more keenly aware of materials for the study of Negro life and problems. To aid student and lay readers, articles have appeared which describe available sources of Negroana.² This field continues to expand through the discovery of hitherto unknown privately printed or suppressed items, largely of the slavery period, as well as through the publications of current authors. As this expansion continues and new emphases broaden the scope of interest in Negro subjects, libraries are called upon to furnish satisfactory reference service on more and more questions involving the Negro.

Obviously, adequate cataloging is one of the bases of satisfactory reference service. Proper entry of authors' names for all authors is a factor contributing to an adequate catalog. Establishing correct entries for Negro authors presents an increasingly troublesome problem for the cataloger, and the study here reported is the outgrowth of difficulties encountered in accomplishing this

in libraries of all sizes where Negro materials are handled.

A survey of literature disclosed that almost nothing had been written on Negro collections from the point of view of the cataloger. Inquiries further revealed that the general policy has been to establish entries and identify authors as to race and national origin as adequately as the sources at hand permitted. Using Library of Congress cards as a primary source, the cataloger must attempt to provide proper entry information for authors whose works are not in the Library of Congress or for whom only analytics are required, and full information for entries in incomplete form at the Library of Congress.

To consider for study a cross section of all types of libraries handling Negro materials proved impractical because so many of them contain relatively small numbers of Negro titles and therefore do not require the independent organization which results in the distinctive policies and procedures developed in the special Negro collection, with its separate staff and catalog. The work was to be done with New York City as a headquarters, and, since some of the representative libraries of Negro literature are located at considerable distance from that city, the best plan seemed that of drawing mainly upon the several large Negro collections located in New York City and Washington, D.C., where inquiry could be conducted by interview and personal investigation. The Schomburg Collection of Negro Literature and the private library of Arthur B. Spingarn in New York City,

¹ Knox, Ellis O. "The Negro as a Subject of University Research in 1943." *Journal of Negro Education* 13:181, April 1944.

² Cf. Bontemps, Arna. "Special Collections of Negroana." *Library Quarterly* 14:187-206, July 1944. Dunlap, Mollie E. "Special Collections of Negro Literature in the United States." *Journal of Negro Education* 4:482-89, October 1935.

Porter, Dorothy B. "Library Sources for the Study of Negro Life and History." *Journal of Negro Education* 5:232-44, April 1936.

the Moorland Foundation at Howard University, and the Library of Congress in Washington, were chosen.³ The Union Catalog at the Library of Congress was considered to serve as a check upon work done elsewhere and represented most of the collections which could not be visited. Some data were obtained from the special catalogs of the Fisk University and Hampton Institute libraries.

Authors' Names in the Collections

The visits revealed no unusual methods of cataloging employed in establishing authors' names for Negro works. The policies and methods recorded here are not considered unique by those using them. Rather, they are an indication of progress in the establishment of uniform entries and in clarifying the picture of the cataloging of Negro materials. Reference facilities within a library proved its greatest asset in the location of information about authors' names. But no set of tools has been assembled to bridge the gap caused by the dearth of known authoritative biographical, bibliographical, and historical sources such as exist for the checking of names in the literature of races other than the Negro.⁴ To illustrate, there exist no tools for the Negro race to approximate the scope of *The Dictionary of American Biography* or *The Dictionary of National Biography*. Because so much information is gleaned outside of these regular channels, the co-operation of the reference librarian is invaluable. This fact also makes it essential that libraries limit the time spent in searching this type of entry and underlies the policy of establishing entries with the most complete information at hand and making changes as necessary. Identity of Negro

authors is indicated variously. The Moorland Foundation simply adds the note "Negro author" to its main entry cards. Since the cards of the Schomburg Collection of Negro Literature are printed by the New York Public Library, race and nationality are given in a fuller note, e.g., "The author is an American Negro."

In the course of the investigation a group of typical problems about authors' names was gathered and careful attention was given to variant forms of entry and the reasons behind them. An example of this sort is the slave narrative *Fifty Years in Chains; or, The Life of an American Slave*. The difficulty of establishing authorship in this case is augmented inasmuch as the slave narrative was often used by Negro and white writers wishing to create sympathy for the slave. Others merely exploited it as a popular literary form. The specific work mentioned was originally published in 1836 with the title, *Slavery in the United States: A Narrative of Charles Ball, a Black Man*. Prefatory notes to the New York edition say that the narrative was prepared by one Fisher, from Ball's verbal narrative. "Mr. Fisher" remains an unidentified figure, a fact which has caused the work to be labeled spurious by some authorities. Whoever wrote down the story, Ball is its originator and should be credited with authorship of the narrative.⁵ Authority quoted for the accepted form is the card of the catalog using it, in this case the Library of Congress, which gives the entry, Ball, Charles.

Examination and Evaluation of Sources of Information

As has been stated, no adequate or established sources for obtaining biographical and bibliographical information for Negro authors were reported in the collections

³ For an up-to-date description of these collections see Bontemps, Arna, *op. cit.*

⁴ For a summary of the scarcity of such materials see Spingarn, Arthur B. "Collecting a Library of Negro Literature." *Journal of Negro Education* 7:13, January 1938.

⁵ Loggins, Vernon. *The Negro Author*. Columbia University Press, 1931, p. 99.

visited. Accordingly, a list of such sources as gave some of the desired information was gathered under the headings:

1. Collective and individual biographies
2. General encyclopedias
3. General works on Negro literature and history
4. Histories of special Negro groups, as the Negro church
5. Trade catalogs
6. Bibliographies
7. Dictionaries of anonymous and pseudonymous literature
8. Card catalogs of a selected list of libraries
9. Periodicals and periodical indexes
10. Sources for locating the names of Negro societies and institutions.

The tools listed above were tested for general value and in connection with a list of personal names, in order to appraise them with regard to their usefulness as sources of information about authors' names in Negro collections.

Checklists of personal names and anonymous and pseudonymous literature were compiled for use in testing these tools. For the period 1760-1900, a list of 209 names of Negro authors was drawn from *The Negro Author* by Vernon Loggins, conceded by reference librarians and authorities to be the most authentic work for the period. In the absence of a similar authoritative work for the period since 1900, attempts were made to compile a checklist from logical combinations of printed sources. Results were so repetitious that the plan was abandoned. Finally, a list of authors writing during this century, and not listed by Loggins, was compiled from the catalog of the Schomburg Collection of Negro Literature. This list of 386 names was checked by the catalogs of the Moorland Foundation, Fisk University, and Hampton Institute, and the 208 names found in as many as three of the catalogs were used. Thus the checklists of personal names were composed of (1) 209

names for the period prior to 1900 and (2) 208 names for the period 1900-37. One hundred twenty samples of anonymous and pseudonymous literature were chosen from current catalogs of booksellers, *The Classified Catalogue of the Collection of Anti-Slavery Propaganda in the Oberlin College Library* compiled by Geraldine H. Hubbard, and items examined in the Moorland Foundation and the New York Public Library. From these groups, ninety-one titles available for consideration during the course of the study constituted the final checklist.

In the investigation of the individual titles, every type of tool that might provide usable data for establishing entries for authors' names was sought for examination. Many were excluded because they yielded no information, though others similar in scope proved valuable. Lack of authenticity ruled out some. Evaluations of one hundred thirty-five were made. Descriptive notes and a distribution table were drawn up to provide an index to the completeness of the information given and the period for which each tool is useful.

As illustrative of these tests a complete sample is provided for a title likely to be considered for first purchase.

Who's who in colored America: a biographical dictionary of notable living persons of African descent in America. 4th ed. 1937. 640p. illus.

Contains lists of authors' works which vary in completeness.

The first edition of this work, issued in 1927, contained 1,000 biographical sketches and 333 pages. The later edition has more than 2,700 sketches and 640 pages. In this, nothing has been added to many articles which appeared in the first edition save perhaps an additional published work. For example, *God's Trombones*, 1927, has been inserted in the article on James Weldon Johnson. On the other hand, Carter G. Woodson and George F. Bragg are given briefer treatment in the 1937 edition. Woodson's works are brought through 1928, but Bragg is credited

with none. Necrologies are incomplete and often say "Deceased" instead of giving dates. Alphabetization is faulty and some pictures are included with no accompanying articles.⁶

Total names listed: 89

Distribution:	List I	List II
Complete entries	12	68
Complete name, one date	0	0
Complete name only	0	5
Partial information	1	3

Summary and Conclusions

Investigation of the practices employed in cataloging the special Negro collections studied showed that catalogers working with the names of Negro authors experience more than usual difficulty in establishing main entries, as compared with that entailed in such entries for authors generally. The problem is augmented by the necessity for discovering the racial identity of the author, which, though actually not main entry information, is most logically searched in connection with complete name entries. Although every type of usable material has been resorted to by catalogers handling names of Negro authors, there remains the gap caused by the dearth of known authoritative biographical, bibliographical, and historical sources such as exist for the checking of races other than the Negro. Excluding the results from the checking of the Union Catalog of the Library of Congress, the names located in any single group of tools is not encouraging. The two most useful tools evaluated are Work's *Bibliography of the Negro in Africa and America* and *The United States Catalog*. Of the 417 names comprising the checklist of personal names used in testing, the two yielded an average of 230, only 55 per cent of the total. All collective biographies listed 209 names, approximately 50 per cent of the total. As would be expected, bibliographical and biographical tools gave the highest

returns. In neither case is the figure impressive, although complete and incomplete entries were included in computing the percentages. The high percentage of the total number of entries of anonymous and pseudonymous titles (96.4 per cent) located in the Union Catalog of the Library of Congress, is a tribute to the cooperation existing among American libraries.

Special Negro collections are contributing great service in the rapidly developing fields of research on subjects pertaining to the Negro. Much of this service is dependent on the library catalog. Since correct main entries influence the efficiency of the service rendered by the catalog, it is requisite that more adequate aids be provided the cataloger for main entry work with Negro authors.⁷ The cataloger of Negro materials, along with the cataloger of serials, will always be engaged in what has been called a "gay science;" and "however exasperated we may be . . . yet there is always the lure of discovery, the hope of finding the ultimate solution."⁸

In the light of this study, the following recommendations seem pertinent:

1. Use of the research facilities of the Union Catalog of the Library of Congress is urged as an important means of insuring for Negro collections, regardless of size, main entries uniform with those used in other libraries.⁹ This expert service is much less expensive than the searching of sources for obscure information which the collections in individual libraries usually cannot supply.
2. In addition to supplying the Union Catalog with a record of unusual titles, librarians discovering significant main entry information,

⁷ Appendices give the most adequate sources for establishing main entries, according to evaluations made; a list of the more than 600 names of Negroes considered; and a checklist of the samples of anonymous and pseudonymous literature used. Included among the tools evaluated are a list of *Bibliographies Identifying Negro Authors and Sources for Locating the Names of Negro Societies and Institutions*.

⁸ Pierson, H. W. "The Gay Science." *A.L.A. Bulletin (Proceedings)* 23:P-144, 1929.

⁹ Kletch, Ernest. *The Union Catalog of the Library of Congress*, p. 7-8. Directions for using the catalog.

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⁶ The 1941-44 (6th) ed., 1942, does not correct these faults.

Collection of Writings by Virginia Women

DURING the past seven years the alumnæ of Randolph-Macon Woman's College have assembled in the college library a group of books which is at once unique in character and valuable in content. The product of resourcefulness and effort on the part of many booklovers, this collection of the writings of Virginia women stands as a revealing cross section of life and thought in the Old Dominion over a period of more than one hundred and twenty-five years.

Randolph-Macon is fortunate in having many library-minded alumnæ. For years their interest has taken tangible form, and both individuals and classes have frequently made generous contributions to be used for the building up of a worth-while group of rare books in the college library. As interest grew and the number of gifts increased, it became evident to the librarian that there should be a system of planned giving, with gifts directed toward a definite project. This matter was discussed by informal groups of alumnæ, faculty members, and friends of the college. Finally, the idea of assembling all the published writings of Virginia women was suggested and accepted by all interested parties.

The plan was definitely formulated in 1938, when it was also officially endorsed by the general alumnæ association. A committee was appointed to direct the enterprise, and the task of organizing the work and getting it under way was given to a graduate of the college who lives in Lynchburg. The enthusiasm of the committee

and the untiring efforts of the director, who has made herself an authority on the subject of Virginia women authors, are, in large measure, responsible for the success of the project. Certain alumnæ, however, also stand out conspicuously for the work they have done. One woman, for instance, has been instrumental in obtaining one hundred and two volumes of sixty-three authors.

A word about the method of procedure may be of interest. As a beginning, a tentative mimeographed list of about two hundred names of Virginia women authors was compiled. This list was distributed to all alumnæ who attended the annual alumnæ association meeting held during the 1938 commencement. Each member was asked to consider herself a committee of one to begin a search for the desired books. An expanded list was distributed at the alumnæ meeting the following June. Many names were subsequently added, as more and more Virginia authors came to the attention of the director, and in 1939 a sixteen-page booklet containing the names of 366 Virginia women authors was printed and sent to alumnæ and interested friends. A later development was the compilation of geographical lists which were given out to alumnæ chapters in various localities. This had proved to be an excellent way to acquire books from special sections of the state. Every effort is also being made to obtain accurate biographical data about each author. This information had already been

completed for more than two hundred writers.

The very character of the enterprise made an immediate appeal to many alumnæ. Individual, self-directed book hunts began to bear fruit as news of the project spread, so that within a year a creditable nucleus of books had been assembled. This small beginning has now grown to proportions beyond the hopes of its sponsors. Funds for the purchase of books have been supplied by gifts from alumnæ.

There are, to date, 840 volumes in the collection, representing the writings of more than three hundred women. Approximately 50 per cent of the books have been contributed by the authors and their relatives, who seem to be unusually interested in the project. Many of the volumes are the result of trips into unfrequented attics, to private and church libraries, and to bookshops, large and small. In the course of searches pleasant personal contacts have also been made.

All-inclusive Collection

The official name of this group of books is "The Collection of the Writings of Virginia Women." The term, "Virginia Women," has been defined to include women born in Virginia and those who, through years of residence, have become identified with the state. Books and manuscripts are being collected. No attempt has been made, so far, to obtain writings which have appeared in periodicals or anthologies. It is planned to make the collection all-inclusive. Interest is not in "literary worth" as such; efforts are made to bring together a group of books that will be a permanent record of the thoughts, ambitions, and achievements of the women of Virginia.

The interests of these women have ranged widely. Treatises on sociological problems and learned historical studies stand beside

"mammy" stories and intimate, personal diaries. Lengthy genealogies are shelf-mates with slim volumes of poetry; admonitions to young ladies of the Old South and books on "female character" occupy places near modern mystery stories and recent best sellers.

The earliest published volume in the collection, *The Potomac Muse*, "by a Lady, a Native of Virginia" (Mrs. Alfred W. Elwes), appeared in 1825. This was followed a year later by Anne Royall's *Sketches of History, Life and Manners in the United States*. The latter and seven other of Mrs. Royall's shrewd, outspoken, often vituperative writings are probably the most valuable books in the entire group, from the standpoint of rare items.

Women published comparatively few books in the early nineteenth century. The important opus, *Flora's Dictionary*, valuable volumes on Indian life by Mary Eastman, and occasional books of sentimental, saccharine verse were produced, but it was not until after the Civil War that any extensive contribution to the book world was made. The postwar years brought forth many memoirs, journals, autobiographies. These form a clear, vital record of the hardships and suffering experienced by the women of the Confederacy and testify to their courage and gallantry in the face of great difficulties. Many novels also appeared during this period—stories of love and adventure, romances of devotion and self-sacrifice, tales of Negro and plantation life. By the turn of the century, several presses were bringing out the works of Virginia women. As time goes on, contemporary writers are producing scores of volumes covering various forms of literary expression.

Types and Subjects

It is worth noting that special types of

books and certain subjects appear throughout the collection, cutting across all period barriers. For instance, Virginia women have written books for children since 1854. (This group of books, incidentally, was used as an effective exhibit in the Randolph-Macon Library during Book Week.) Cookbooks provide sidelights on the social life of the times, from early days to the present; various versions of the Pocahontas story have appeared in poem and story since 1840; gardening has always been an interest of Virginia women.

The many delightful features of this

record of the past and present might be developed indefinitely. This will, however, give some indication of the wealth and breadth of its material. It is the desire of the alumnae association to make the record complete for the past, active in the present, and to have it project into the future. Although much work remains to be done, there is no letup in the search for desired items. All who now have a part in collecting the books find great satisfaction in their efforts and, in the years ahead, see great possibilities for carrying onward this memorial to the women writers of Virginia.

Authors' Names in Negro Collections

(Continued from page 342)

bibliographical, biographical, or historical concerning Negro writers, should report such information to the Union Catalog.¹⁰

3. Libraries containing special Negro collections should check with each other items of bibliographical importance not settled by the Union Catalog.

4. Librarians should file with editors of Negro periodicals their approval of the proposed recommendations for the standardization of periodical publishing, emphasizing the point that full names of authors and coauthors be used whenever possible.¹¹ Editors might also be requested to indicate racial identity in describing their contributors.

5. Whenever the opportunity presents itself, the librarian should urge the authors of worthwhile titles which have not been copyrighted to present copies of those works to the Library of Congress. This would result in an in-

creased usefulness of the Library of Congress file of Negro authors.

Suggestions for Further Study

In the interest of providing tools for the use of the cataloger, which will prove equally useful to the research student and the reading public, these suggestions for further studies are offered:

1. The compilation of an adequate bibliography of Negro literature, with full main entries, indicating racial identity, necessary cross references, and full indexing.

2. The compiling and editing of an authoritative biographical dictionary of the Negro race.

3. A history of Negro literature from 1900 to date.

4. The compilation and annotation of a checklist of writings of the Negro authors of South America, Haiti, and Cuba, with adequate main entry information.

¹⁰ *Ibid.*, p. 9-10. Directions as to what to report and how to report it.

¹¹ Gable, J. H. *Manual of Serials Work*, p. 53.



J. PERIAM DANTON, *Director, School of Librarianship, University of California*

ROBERT W. ORR, *Librarian, Iowa State College Library*



FRANKLIN FERGUSON HOPPER, *Retiring Director, New York Public Library*

WALTER HAUSDORFER, *Librarian, Temple University*



CHARLES W. MIXER, *Assistant Director: General Administration, Columbia University*



W. P. KELLAM, *Librarian, University of South Carolina*



Personnel

FRANKLIN FERGUSON HOPPER, director of the New York Public Library since 1941, retires on Oct. 1, 1946. Mr. Hopper has built up an enviable record as a librarian, a bookman, and a man.

He graduated from Pratt Institute Library School in 1901 after receiving his A.B. degree from Princeton the previous year. After a year at the Library of Congress, he went to the Carnegie Library at Pittsburgh, then in 1908 he became librarian of the Tacoma, Wash., Public Library. Mr. Hopper has been with the New York Public Library since 1914, first as chief of the order division, then from 1919 to 1941 as chief of the circulation department.

He guided the circulation department through the major years of expansion, and his feeling for the library needs of minority groups in the city was recognized by the award of the medal of the Order of the White Lion of Czechoslovakia in 1927 for his part in the development of the Czech Collection at the Webster Branch.

Always active in professional organizations, Mr. Hopper has been especially interested in closer relations between publishers and librarians. As the library member of the Executive Board of the Council on Books in Wartime, he performed a noteworthy service in convincing the publishers of the importance of libraries as an agency for the dissemination of ideas.

During World War I he was manager for New York City of the American Library Association campaign to provide books for soldiers and sailors, and during World War II he was one of the two library representatives on the Executive Committee of the Victory Book Campaign.

Mr. Hopper's warm interest in people, his belief in the future of libraries, his progressive approach to any problem, and his human qualities as a gentleman have earned him a host of friends in America and Europe. All will regret his retirement from active library service. His recent air flight to England to resume associations with publishers and librarians that had been interrupted by the war suggests the distinguished service as a book-

man that his profession will continue to ask of him.—*Francis R. St. John.*

THIS is not a biography of Harrison Warwick Craver; the facts of his career may be found in *Who's Who in America*, *Who's Who in Library Service*, and in many other biographical sources. Rather it is a note of appreciation of Dr. Craver as a librarian, practical philosopher, administrator, and man.

When he was President of the American Library Association a group of his former assistants formed the "Craver Alumni Association." That title expresses the feeling of most of us that working closely with Dr. Craver was equivalent to a postgraduate course in library administration. We found Dr. Craver patient with people while intolerant of second-rate work; a hard-headed visionary who constantly thought beyond tomorrow but simultaneously insisted upon practical planning of new projects; a fountainhead of knowledge on all phases of library work; and a philosopher of library administration who almost unconsciously required and stimulated everyone associated with him to grow.

Dr. Craver has a rare appreciation for precision in detail where that is needed together with scorn for detail for the sake of detail. The dynamics of library service were our constant concern when we worked with Dr. Craver; if conventional details of library housekeeping contributed toward intelligent service they were retained, but if they did not they were ruthlessly pruned. While the details of library management of the Engineering Societies Library were, in many cases, unconventional, they were unconventional on the basis of thorough knowledge of the processes and functions of the details and the institution.

To prepare himself for library work Dr. Craver read through the entire library literature several times—a course which might well be recommended to modern librarians regardless of the amount of formal training they have had. This gave Dr. Craver an exceptionally thorough understanding of the problems and methods of librarianship. His thirty

years at the Engineering Societies Library, preceded by some seventeen years at the Carnegie Library of Pittsburgh, resulted in many innovations in the philosophy and practice of librarianship and in a tremendous store of experience and practical information which he freely imparted to those who worked with him. He is a leader in the field of education for librarianship, in the field of simplification of library methods, in the fields of what the Europeans call "documentation." His ability to put fundamental principles tersely and in unforgettable form is among his many great attributes. As an example, when speaking of the indispensability of experience, Dr. Craver once said "The reason the devil gets ahead of folks is not because he is so all-fired smart, but just because he has been around such a long time."

Although Dr. Craver has relinquished command of the Engineering Societies Library because of ill health, his contributions to librarianship will go on for many years because his kindly wisdom and intelligent experience will always be sought. His influence will continue to grow.—*Ralph R. Shaw.*

THE ASSUMPTION on October 1 of the directorship of the New York Public Library by Ralph A. Beals is an event to be hailed in New York. During the past four years Mr. Beals has served with great distinction as director of the University of Chicago Library, and for the past year as dean of the university's Graduate Library School.

Despite the fact that most of the period of his administration was the war period, his record in the library was one of progress. He gave the library a new administrative structure, rearranged functions, and gave the students and faculty better service. He consolidated several departmental libraries with the general library. He closed the principal library of the physical sciences to make room for atomic bomb research, yet provided service in the fields involved. He merged the various rare book collections in new quarters and put most reserve collections behind one counter. In view of the growing complexity of acquisitions in the very broad areas of the humanities and social sciences, he appointed principal bibliographers in those areas.

His interest in professional education in his field led the central administration to appoint

him to the deanship of the Graduate Library School in 1945. During the year just concluded, the faculty has considered numerous changes in the program of study for the master's and doctor's degrees in the field of librarianship which will be reflected in the work of the school for many years. In addition, Mr. Beals's long association with adult education put him on responsible committees in that field—wrestling with the problems of off-campus great books programs and radio.

Ralph Beals, in his four years at Chicago, won the respect of faculty and administration. He did the work of two—or even ten—men with intelligence, dignity, and dispatch.—*Robert Maynard Hutchins.*

WILLIAM PORTER KELLAM, librarian at West Virginia University for the past seven years, became librarian of the University of South Carolina on August 1, succeeding John VanMale.

Mr. Kellam received both the B.A. and M.A. degrees from Duke University and in 1931 was awarded the A.B. in L.S. from Emory University, which he attended as the recipient of a \$1000 Rosenwald scholarship.

During his undergraduate years, he was a student assistant in the Duke University Library and later served as head of the circulation department. Upon graduating from library school, he served a brief term under Louis R. Wilson as education librarian at the University of North Carolina, and in January 1932 became head of the circulation department at that institution. In July 1934 he was appointed librarian of North Carolina State College, where he remained until he assumed his duties as librarian at West Virginia University in 1939.

Under his administration at West Virginia University Library major emphasis was placed upon reorganization for more efficient service, upon strengthening the holdings in periodicals, and upon the introduction of audio-visual services. Routines in the technical processes were simplified and standardized, and a film library which extends service throughout the state as well as on the campus was established. The moving of the Carnegie music collection to the library and the installation of microfilming equipment are among recent developments in expanding the library's services.

Better relations between the library and the campus at large were fostered not only by improved service but by the librarian's participation in campus activities. Mr. Kellam was president of the campus credit union, vice president of the local A.A.U.P. chapter, member of the student-faculty forum, served on the executive committee of the faculty association, and was a member of the committees on radio, teacher-training, and visual aids.

Mr. Kellam was also active in promoting better public library service in West Virginia, having served as chairman of the West Virginia Library Commission for the past five years. Under his leadership the first appropriation for instituting and carrying on the work of the commission was made available. He supervised campaigns for state aid and visited many communities in the interest of county libraries. His two terms as president of the West Virginia Library Association were marked by a growth of professional interest among the librarians of the state. He contributed several articles on library problems to *School and Society*, *West Virginia School Journal*, and the *West Virginia Dental Journal*.

On the national level, Mr. Kellam has served on several A.L.A. committees, was coordinator of the West Virginia Federal Relations Committee, and directed the Library Development Fund Campaign in West Virginia. He was chairman of the Agricultural Libraries Section of the American Library Association in 1938 and 1939. He served as 16mm. chairman for West Virginia in the Fifth, Sixth, Seventh War Loan Drives, and the Victory Loan Drive. He is a member of the Joint Committee of the Educational Film Library Association and the American Library Association to Study Film Problems.

His activities in Morgantown included many others than purely professional ones. In May of this year he was given two awards by the Kiwanis Club in recognition of his work with the Boy Scouts and as president of the Monongahela Council of Social Agencies. He was prominent in the Family Welfare Association and the Community Chest and was a member of the Torch and Wrangler Clubs.—*Virginia Alexander and Fleming Bennett.*

J. PERIAM DANTON, for the past spring an associate in library service at Columbia University, has been named dean of the School of Librarianship of the University of California to succeed Sidney B. Mitchell. Dr. Danton brings to his new position a varied experience in college and university librarianship and library school teaching in related fields.

Dr. Danton's educational background has been a cosmopolitan one, beginning in China and including a year at Leipzig. He has his B.A. from Oberlin, in 1928, and an M.A. in Germanic languages from Williams, in 1930. Dr. Danton took his professional training at Columbia and Chicago, receiving his doctor's degree from the Graduate Library School in 1935.

From 1930 to 1935 he had the rewarding privilege of working for and with Carl H. Milam at A.L.A. Headquarters, a rough but rich introduction to librarianship. For the next year he was librarian and associate professor of bibliography at Colby College.

In 1936 Dr. Danton became librarian and associate professor of bibliography at Temple University, a post which he held until he accepted a commission with the U.S. Navy in 1942. His wartime duties involved intelligence work with the Pacific fleet and earned him battle stars for several of the Pacific engagements.

His recently published essay, *Education for Librarianship—Criticisms, Dilemmas, and Proposals*, is evidence of his deep interest in the problems facing our profession. He takes with him to California a wide knowledge of the literature of librarianship, a scholarly, disciplined mind, and the vigor with which to overcome the dilemmas inherent in teaching and training librarians today.—*B.C.H.*

WALTER HAUSDORFER, librarian of the School of Business of Columbia University for the past sixteen years, resigned on July 1 to become librarian of his alma mater, Temple University.

Mr. Hausdorfer's library career began at Temple as a student assistant from 1922 until 1925. After receiving his A.B. degree in 1925, he served the university as assistant librarian for a year.

Twenty years ago he came to New York

to enter the first class of the School of Library Service at Columbia University, which had just been organized by the merger of the New York State Library School at Albany and the Library School of the New York Public Library, under the directorship of Charles C. Williamson.

Hausdorfer's first position after receiving his B.S. at Columbia in 1927 was at the New York Public Library as reference assistant in the economics division, where he remained for the next three years, continuing to work for his M.S. degree at Columbia which was granted in 1930.

His appointment as librarian of the School of Business at Columbia came in 1930. He has worked zealously in developing the collection, which has more than doubled in size during his incumbency.

His outside interests have been wide and varied, particularly in the service of the Special Libraries Association, and have included the presidency of the New York chapter of S.L.A. as well as that of the national organization.

He succeeds J. Periam Danton and Lucy E. Fay at Temple. Dr. Danton held the post from 1936 until his entry into the armed forces. Miss Fay acted as librarian during Dr. Danton's absence.

Both he and his wife, Abigail Fisher Hausdorfer, who has been librarian of the School of Library Service at Columbia since 1927, will be greatly missed by their many friends in New York library circles.—*Mark Kiley.*

CHARLES W. MIXER, who for the past eight years has been librarian and associate professor of the U.S. Naval Academy in Annapolis, Md., has been appointed assistant director: general administration, of the Columbia University Libraries. He has succeeded Stephen A. McCarthy who resigned to become director of the Cornell University Libraries.

Mr. Mixer is a graduate of Harvard and of the Columbia University School of Library Service and has carried on graduate study at the Harvard School of Education. He obtained a familiarity with book manufacturing processes during his association with Ginn and Company from 1928 to 1931 where he was on the manufacturing and editorial staffs. Since graduating from the School of Library

Service in 1934, he has been circulation assistant in the Teachers College Library in the summer of 1934, cataloger at the Library of Congress from 1934 to 1935, reference assistant and later assistant chief of the central reference department of the Public Library of the District of Columbia, 1935 to 1938, and librarian and associate professor of the U.S. Naval Academy from 1938 to 1946.

He has been active in library association work. For three years he was A.L.A. Membership Chairman for Maryland, edited successively the journals of the D.C. Library Association and the Maryland Library Association, and was a member of the M.L.A. Executive Board for three years. At the time of receiving his appointment to the Columbia University Libraries he was a member of the Federal Relations Committee for Maryland, secretary of the Maryland Committee on the Conservation of Cultural Resources, and president of the Maryland Library Association.

For the past four years he has been on the Civil Service Efficiency Rating Board at the U.S. Naval Academy. Personnel work, which has been of much interest to him, will form a large part of his work at Columbia.—*B.C.H.*

ON JULY 1, 1946, Robert W. Orr assumed the duties of librarian of Iowa State College Library, with the title of director. The career of Mr. Orr is another excellent illustration of the possibilities, as well as the value, of in-service training.

Mr. Orr was born at Winterset, Iowa, in 1905. He graduated from Iowa State College in 1930, majoring in chemical technology. He was elected a member of the honorary and professional societies, Alpha Chi Sigma and Phi Lambda Upsilon. During his four undergraduate years Mr. Orr was employed as a student attendant in the library. Upon graduation he accepted the appointment of library assistant and worked in the order, cataloging, loan, and reference departments in successive years.

In 1938 he enrolled at the School of Library Service, Columbia University, and was enabled, as a result of his ability and experience, to pass the comprehensive examinations covering the first year's curriculum without enrolling for the first year's courses. He qualified for the second year's program and in 1939 received the M.S. degree.

As head of the reference department, Mr. Orr made an outstanding contribution to the instructional and research programs of Iowa State College. His major in chemical technology gave him a background in science, greatly needed for the specialized activities of the college. A few of the casual remarks made by research scholars on the campus will illustrate Mr. Orr's admirable qualifications. "Mr. Orr saved the college each year thousands of dollars in the prevention of duplication of research and in assistance he gave to scholars in obtaining a background for their research." "I never thought of consulting reference librarians about my specialized research, but now I don't see how I ever got

along without their help. It is still a mystery to me how they locate the material they do." "I always hated to go into a library, but our reference librarians are different. They really seem to want to help you."

With the exception of one year, 1938-39, Mr. Orr has been connected with Iowa State College Library since 1926. His promotion is a well-deserved tribute to his ability to make the library, in effect as well as in name, really a *service* institution. His force and determination will have in the future a marked influence on the development of the Iowa State College Library as a scientific and technical institution.—*Charles Harvey Brown.*

Appointments

John Dale Russell, former professor of education at the University of Chicago, has been appointed director of the Division of Higher Education in the U.S. Office of Education.

Jerrold Orne, of the library division of the Publication Board, has been named librarian of Washington University at St. Louis.

Two other members of the library staff of the Publication Board have accepted new administrative positions. Lawrence S. Thompson is now librarian of the Western Michigan College of Education at Kalamazoo. Robert H. Muller is librarian of Bradley University at Peoria, Ill.

Carl W. E. Hintz, librarian of the University of Maryland, has been appointed librarian of the Field Museum of Natural History in Chicago.

Rolland E. Stevens, a member of the staff of the University of Illinois Library, has been appointed head of the reference department and assistant to the librarian of the University of Rochester Library.

David K. Maxfield, assistant librarian of Cooper Union, New York City, has been appointed librarian of the recently established Chicago branch of the University of Illinois.

Raymond W. Holbrook, associate director of the University of Georgia Library, has been appointed librarian of the Russell Sage Foundation in New York City.

Everett T. Moore, recently discharged from the U.S. Army, is now reference librarian on the Los Angeles campus of the University of California.

Marion Magee is now librarian of Drury College, Springfield, Mo. Miss Magee succeeds William A. Daggett, who retired because of illness.

Earl J. Randolph has succeeded Gilbert L. Campbell as librarian of the Missouri School of Mines. Mr. Randolph has been a reference assistant at the Georgia Institute of Technology.

George P. Hammond has been named director of the Bancroft Library and professor of history of the University of California at Berkeley. Prior to coming to the university Dr. Hammond was professor of history and

dean of the graduate division at the University of New Mexico.

Lucy E. Fay, who has been acting librarian of the Sullivan Memorial Library of Temple University at Philadelphia for the past two years, has retired.

Lawrence E. Wikander, recently returned from military duty, has been appointed supervisor of technical processes and acquisitions librarian of the Sullivan Memorial Library of Temple University.

Helen C. Baird, instructor of library science at Our Lady of the Lake College, San Antonio, is now assistant librarian at St. Benedict's College, Atchison, Kan.

Ray C. Janeway, librarian of Bradley Polytechnic Institute, has been appointed assistant director of the University of Kansas Library.

Sadie Elizabeth Hall is now head of the circulation department of the Washburn Municipal University Library, Topeka, Kan.

Willa M. Boysworth, acting librarian of Hampden-Sydney College, has been appointed librarian at Huntington College, Montgomery, Ala.

Richard H. Shoemaker, acting librarian at Washington and Lee University, has been appointed librarian to succeed Foster E. Mohrhardt.

Dorothy W. Reeder has been appointed librarian of Radford College, Radford, Va.

Mrs. Ethel Taylor Crittenden, librarian of Wake Forest College, N.C., has retired after serving as librarian for thirty-one years. Carl P. West, a member of the department of social sciences, will succeed Mrs. Crittenden as librarian.

Stith Malone Cain, librarian of the New Mexico State Teachers College in Silver City, is now librarian of Union College, Barberville, Ky.

Since July 1 the administrative direction of library activities at the Louisiana State University has fallen upon two officers, the acting associate director and the chief of technical processes. Andrew J. Eaton, formerly chief reference librarian, has become acting associate director. Dr. Eaton's counterpart in technical processes is Robert Maxwell Trent, who has served as chief acquisitions

librarian for the past year. Ruth Walling has been named chief reference librarian.

Melvin J. Voigt, director of the library and publications for the research department of General Mills, Minneapolis, is now librarian of the Carnegie Institute of Technology of Pittsburgh.

James Gerard Baker, of the cataloging staff of the University of Illinois Library, is now head of the catalog department of Alabama Polytechnic Institute at Auburn.

Bernard R. Berelson, a member of the staff of the Bureau of Applied Social Research of Columbia University, has been appointed assistant professor of education and library science at the University of Chicago. Dr. Berelson will be a member of both the education and library school faculties.

Robert F. Beach has been appointed librarian of the Garrett Biblical Institute, Evanston, Ill.

Eileen Weber will be a lecturer in library science at the University of Toronto Library School for the current academic year. She is on leave of absence from the Public Library, Kitchener, Ont.

Louis N. Bolander has been appointed librarian of the U.S. Naval Academy at Annapolis.

Edwin C. Mirise, librarian of the Western Maryland College at Westminster, is now librarian of Eastern New Mexico College at Portales.

Lt. John P. Binnington, U.S.N.R., is now assistant librarian of the U.S. Merchant Marine Academy at King's Point.

J. Gormley Miller, recently discharged from the Army, has been appointed librarian of New York State School of Industrial and Labor Relations at Cornell.

Hester Meigs, of the staff of Queens College, Flushing, N.Y., has become librarian of Wagner College, Staten Island.

Genevieve Porterfield, reference librarian of the Texas Technological College at Lubbock, has been appointed reference librarian of the University of New Mexico at Albuquerque.

Howard Rovelstad has been named acting director of libraries of the University of Maryland to succeed Carl W. E. Hintz.

David K. Wilder, fellow in the A.L.A. International Relations Office, has been appointed associate librarian of Hamilton College, Clinton, N.Y.

Robert M. Agard, reading room supervisor of the Library of Congress, is now librarian of Ripon College, Ripon, Wis. Victoria E. Hargrave, former librarian at Ripon, will be in residence at the Graduate Library School of the University of Chicago beginning the autumn quarter.

The following staff changes have been announced by the Stanford University Libraries: Florence M. Craig, chief of the bibliography division, has resigned on account of ill health. Miss Craig will continue her connection with the Stanford University Libraries as senior bibliographer. Alice Charlton, formerly chief cataloger at the John Crerar Library, has been appointed chief of the bibliography division. Dorothy J. Phelps, recently librarian of the Naval Air Station in Honolulu, has been appointed assistant reference librarian. Selma J. Sullivan, recently a lieutenant in the United States Navy and assistant district officer, 12th Naval District, San Francisco, has been appointed assistant reference librarian. F. J. Priddle has been appointed chief of the circulation division to succeed William Owens, associate librarian, who retired August 31. Minna Stillman, associate librarian and chief of the document division, retired August 31 after thirty-four years in the Stanford University Libraries.

Mrs. Nell Hargrove Ives has been appointed reference librarian and Frances Clayton, assistant librarian, of the College of Mines and Metallurgy, at El Paso, Tex.

Emma L. Holman is assistant librarian, Mary Baldwin College, Staunton, Va.

R. Mitchell Lightfoot, Jr., is supervisor of circulation, Louisiana Polytechnic Institute, Ruston. He was formerly with the American Red Cross assigned to the Pacific area of operation.

Personnel and Salary Trends, Fall 1946

In the latter part of August, the School of Library Service of Columbia University sent a letter of inquiry to all graduates who were registered with the school for placement. In addition to verifying home and business addresses, the letter sought to discover possible changes in salary as the information in files was from three to ten months old.

The returns, particularly in the college and university field, have been so interesting that the editors feel that a short summary would be of value to readers of *College and Research Libraries*.

Forty graduates of the first-year program with two or more years of experience have replied to the questionnaire. Their present positions are fairly evenly divided among technical processes, service to readers, and administration. The age range extends from twenty-five to fifty-five.

The salaries recorded through June ranged from \$1800 to \$4200, with a median of \$2700. The range of the September salaries is \$2160 to \$4900, with a median of \$3000. The increases are particularly noticeable in the upper salary brackets. In the spring only one person in ten was making a salary of \$3500 or more. Now one in four has passed that mark. The augmented salaries noted above are not peculiar to any one area but indicate a general reaction to changing economic conditions. A percentage of the increases takes the form of a cost-of-living bonus but in the majority of cases it represents a direct salary increase. Whether or not, when economic conditions reverse themselves, this proves to have been a

desirable trend remains to be seen.

Even more pointed is the increase in the minimum salary at which the individual would consider a new position. In the spring the range was from \$2000 to \$4000, with a median of \$2850. The present range is \$2500 to \$6000, with a median figure of \$3600.

From the above figures it would seem that there has been a perceptible increase in the realism with which librarians are facing present conditions. Last winter half of the group would have considered a new position at the same or a lesser salary. Now there is a spread of \$600 between present salary and the minimum the individual would accept. Although the present situation increases measurably the budgetary difficulties of the library administrator, it marks a definite step forward in staff welfare and mental health. Difficult housing conditions and increased living costs have created untenable situations for many librarians who have changed positions recently at slight increases in salary. Immediate resignations have ensued in several cases.

Without question, the increase of \$750 in minimum salaries in less than a year's time represents, in the final analysis, a further constriction of the labor market, since library salary budgets have been unable, for the most part, to keep abreast of spiraling demands.

With war widows leaving their temporary jobs and marriage taking an increasing toll, the return of men and women from war service has been more than offset. The profession faces a difficult winter in its search for trained, experienced personnel.—B.C.H.

News from the Field

General Marywood College, Scranton, Pa., announced formal approval of its department of librarianship by the American Library Association on June 17, 1946.

Olof von Feilitzen, assistant librarian at the Royal Library in Stockholm, is now at the Yale University Library. During a six months' visit, he will study Yale's Scandinavian collection and offer his suggestions for improving it. Mr. von Feilitzen will also examine current library practices throughout the United States.

Buildings Certain physical changes are now under way in the main library building of the University of Pennsylvania. A new roof will be placed over the original stack, ventilating and air purifying equipment will be installed throughout the stacks, and a 15 per cent increase in shelving capacity will be achieved by utilizing empty loft space. Part of this new stack is designed for rare book storage and is adjacent to a large seminar room which will be converted into a rare book reading room. A curator and assistant will be placed in charge of this new department in the near future.

Hampden-Sydney College, Hampden-Sydney, Va., is working on plans for a new library building. More than half of the \$150,000 needed for this purpose is already available.

Gifts and Collections The University of California at Los Angeles recently acquired the excellent chamber music collection developed by the late, Vienna-born Joseph Schnerer. Interested in becoming a professional musician, Schnerer was forced by an

ear impediment to turn to another career. He chose medicine but remained the friend of many Viennese musicians and his home served as a distinguished chamber music salon. Driven from Austria by the Nazi threat, he settled first in Des Moines and later in Los Angeles. His collection contains the works of standard composers as well as the chamber music of Verdi, Chopin, Rubenstein, Kornauth, Fibich, Hummel, and many others, less well known. This material supplements the music library that came to the university several years ago from the Federal Music Project.

Mrs. Nancy Cortelyou Prewitt has been appointed assistant director of the Western Historical Manuscripts Collection of the University of Missouri. Recent acquisitions to this collection include additions to the Herbert S. Hadley Collection made by Henry C. Haskell. These new materials are in the form of letters and cover the period from 1912 to 1920. Herbert S. Hadley was governor of Missouri from 1909 to 1913 and served as Roosevelt's floor leader at the Chicago Convention of the Republican Party in 1912. Among the recently acquired letters are some from Theodore Roosevelt, William Allen White, and others who were concerned with the Republican Convention of 1912 and the Progressive Party during the early years of this century. The Western Historical Manuscripts Collection has also received the Ted Malone Collection of war letters. Letters from service men and women from all parts of the world are contained in this collection. The library has also acquired the papers of Dwight H. Brown, who served as Secretary of State of Missouri from 1933 to 1944 and was active in politics, journalism, and civic affairs.

The Porter Library of Kansas State Teachers College recently installed a faculty table. It is used for displaying outstanding books on curricula, instruction, and personnel guidance. New material, of interest to faculty members, is placed on this table.

Luther College Library, Decorah, Iowa, has received a gift from Norway. It comprises a handsome collection of forty volumes

NOTE—
Reporters who contributed to this issue: Charles Marshall Adams, librarian, Woman's College, University of North Carolina; Georgia Anna Couch, periodicals librarian, Sullivan Memorial Library, Temple University; Christian R. Dick, librarian, University of Southern California; Mrs. Sarah Scott Edwards, reference librarian, State University of Iowa; Lucy Lee Lancaster, associate librarian, Virginia Polytechnic Institute; Mrs. Lois Butler Payson, librarian, Montana State College; Hazel Rea, assistant to the librarian, University of Southern California; Orlin C. Spicer, assistant to the librarian, University of Missouri; Floyd B. Streeter, librarian, Fort Hays Kansas State College.

donated by the Nordmandsforbundet, an international league of Norwegians, in appreciation of the aid given Norway during the war by people of Norse descent, and others, in America. All of these books were published in 1945 and among them is Hans P. Lødrup's biography of the world-famous Norwegian sculptor, Gustav Vigeland. Most of the books are concerned with the war and the German occupation.

The Honorable John Bassett Moore has donated five thousand books from his personal library to the law library at the University of Virginia. This gift supplements the extensive collection on international law granted previously. The Institute on Foreign Service and International Law recently established at the University of Virginia finds this collection and the growing collection on international law at the Alderman Library extremely useful. The Alderman Library, University of Virginia, numbers among its recent gifts an addition of 128 volumes to the Clifton Waller Barrett collection of first editions of English and American authors. Other gifts include books concerned with Admiral Bligh and the story of the Bounty; books and manuscripts from St. George Tucker Grinnan, of Richmond. Some of these books were originally in the private library of James Madison. Stephen H. Watts, of Charlottesville, gave the library an important group of rare medical books bearing European imprints and published in the sixteenth, seventeenth, and eighteenth centuries.

The Virginia State Library recently received two thousand volumes from the library of the late John E. Roller. The gift includes a group of Confederate imprints, first editions of American authors, and Virginia items. From the estate of Edward N. Eubank, by bequest under his will, have come some three hundred volumes on military affairs, principally concerned with the Napoleonic Wars.

The University of Kansas City has acquired a collection of books from the Lyle Stephenson estate which includes first editions of all of Edna St. Vincent Millay's works and signed first editions of most of Eugene O'Neill's. In addition, there are first editions of *Uncle Tom's Cabin*, *Kim*, and the *Hoosier Schoolboy*.

The late Bishop John Carlisle Kilgo served as president of Trinity College, now Duke

University, from 1894 to 1910. During his administration, Trinity College saw its first library building constructed. Throughout the sixteen years of his presidency, Bishop Kilgo advocated the development of a great collection of books in the Trinity College Library. On April 4 the children of Bishop Kilgo presented their father's private library, containing more than two thousand books, to Duke University.

Conferences, Courses, Curriculum, Surveys The Pacific Northwest Library Association held its general conference in

Vancouver, British Columbia, on September 4, 5, and 6. Headquarters for the conference was the Hotel Georgia. Buildings, publicity, and adult education were discussed at three of the general sessions. W. Kaye Lamb, librarian of the University of British Columbia and president of the P.N.L.A., presided.

In July Gladys Coryell, reference librarian on the Los Angeles campus of the University of California, completed a six-week survey of library services in the public elementary schools of San Diego County. Miss Coryell visited more than one hundred schools ranging in size from large city institutions to small, one-room schools in mountain and desert communities. She examined present library services and made recommendations for improving these services in the future, wherever needed.

The Reference Librarians' Council of the San Francisco Bay region met in March. Officers for 1946-47 were elected. Dorothy Clark, Mechanics Institute Library, San Francisco, was elected chairman; Ethel Blumann, Oakland Public Library, vice chairman; and Catherine Baker, Oak Knoll Naval Hospital Library, secretary. The council is working on a project concerned with indexing the biographies included in the various California county histories.

A welfare committee of staff members was appointed at the University of Utah Library in July to investigate salary and promotion schedules and to study departmental relations policies as practiced in other universities.

On July 1 O. C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching, announced a five-year

program in which thirty-three selected universities and colleges in the South will join to "vitalize instruction." The project will be financed by a grant of seven hundred thousand dollars from the Carnegie Corporation of New York plus two hundred thousand dollars from the cooperating institutions. Some of the practices that will be examined include heavy teaching loads, low salaries, and inadequate library facilities. University centers have been set up at Atlanta, Nashville, New Orleans, and in North Carolina. These centers will serve as the focal point for several colleges in their immediate vicinity.

The North Carolina Library Association met at Raleigh in April. Blanche Prichard McCrum spoke on "The Idols of Librarianship" at the college and university librarians section meeting.

The Rounce and Coffin Club of *Exhibits* Los Angeles opened its first exhibit of Western books since 1942 at the University of California Library on June 3. The exhibition comprises fifty-five books, produced by twenty-five printers and published in the area west of the Rockies. The itinerary for the exhibition includes showings in the following libraries: the U.C.L.A. Library in Los Angeles from June 3 to 16; the Los Angeles Public Library, June 19 to July 13; University of Southern California, Berkeley, August 1 to 15; California State Library, Sacramento, September 4 to 19. Other libraries on the Pacific coast also plan to exhibit the books.

In July the University of California, Los Angeles, offered an exhibition of fine printing, water colors, monotypes, calligraphy, brush and pen sketches, typography, and ephemera by the artist Wilder Bentley. The exhibit material forms part of the graphic arts collection given to the William Andrews Clark Memorial Library by the artist.

The Colby College Library celebrated its commencement with an exhibit of fifty books chosen from the Treasure Room to illustrate nearly eight hundred years of printing history. Carl J. Weber, curator of rare books, prepared a catalog, copies of which may be had upon application to the librarian. The catalog, printed by the Southworth-Anthoensen Press, features a reproduction of the great "B," the beautiful two-color initial that

stands at the head of the first page of the *Great Psalter* of 1457.

The University of Pennsylvania Library has received an outstanding collection of Bibles from T. Edward Ross in memory of Lucien Bonaparte Carpenter. Three fourteenth-century illuminated manuscripts are included, one of which is the Wycliffe translation, a rare Tyndale second edition, first editions of practically every printed English Bible through the King James version of 1611, and many other rarities such as the Souer and John Eliot translations in the first editions.

Seventy-eight libraries have *Microfilms* contributed records of holdings to the fourth supplement of the *Union List of Microfilms*, issued by the Philadelphia Bibliographical Center and Union Library Catalogue (Philadelphia, 1946). One of the suggestions made in the foreword is that any library or institution planning an extensive project on microfilm might aid others by reporting such plans to the center. Plans for a subject index are being carefully considered.

In order to meet the demand for copies of the lists of dissertations submitted to Columbia University during the war years and immediately preceding, the libraries have prepared a microfilm strip of these lists covering the years 1936-45. Positive copies of this film strip may be obtained at fifty cents each by addressing an order to the Photograph Division, Columbia University Libraries, New York City 27.

In *The Annual Report of the Publications Librarian of Congress for the Fiscal Year Ended June 30, 1945*, Luther H. Evans indicates his anxiety that "the library shall forward, to the full extent that it can forward, the research programs fostered by the universities, the foundations, the learned societies, and the councils which represent them."

This first annual report by Dr. Evans contains considerable material of interest to college and research librarians. Problems of acquisition, preparation, and service are discussed. The description of the reorganization of the Library of Congress, 1939-44 (a reprinting of an article by Archibald Mac-

Leish) is also included in the volume. Since so many American libraries depend on the services provided by the Library of Congress, the developments and plans hold great promise for the future.

The Virginia State Library has published, under the editorship of Wilmer L. Hall, state librarian, volume five of the *Executive Journals of the Council of Colonial Virginia* covering the period from 1739 to 1754.

The unexpected reception given to the jubilee edition of A. E. Housman's *A Shropshire Lad*, which was published by the Colby College Library last February, has prompted a reissue. This second issue is entirely reset, revised, and enlarged but retains the original format. Like the first, it contains annotations by Carl J. Weber and a detailed list of some seventy editions which the *Shropshire Lad* has gone through in its half-century of existence.

Studies of Descriptive Cataloging, a report to the Librarian of Congress by the director of the Processing Department (U.S. Government Printing Office, 1946), undertakes to present a general review of the work done on the development of a descriptive cataloging code for the Library of Congress. It contains an analysis of comments received on a proposed statement of functions and principles which should underlie the code, and recommendations for further action. In order to speed the work on the code, an advisory committee met in Washington June 23-27 to aid in resolving conflicts of opinion.

College and Research Libraries recently received from the author, Teodoro Becu, a booklet entitled *La Bibliografia en la Republica Argentina*. This thirty-four-page booklet discusses the need for a more complete bibliographical coverage of printed materials in Argentina.

Copies of Carlos A. Rolando's *Las Bellas Letras en el Ecuador* (1944) may be acquired by writing to the American Consulate General, Guayaquil, Ecuador.

Lawrence Clark Powell's interesting and charmingly written, "The Librarian's Occasional Letter to the Faculty," continue to appear. Dr. Powell discusses library matters

of national and local interest and various other topics in these mimeographed, informal open letters to the faculty of the University of California at Los Angeles.

The Baker Library, Harvard Graduate School of Business Administration, has issued *The Pioneer Period of European Railroads; A Tribute to Mr. Thomas W. Streeter*, as Publication No. 3 of the Kress Library of Business and Economics. It contains a list of items relating to European railroad development, published in 1848 or earlier, which are available in the Baker and other Harvard libraries.

Many of the problems involved in the rapid expansion of educational facilities needed to permit accommodations for veterans and other students desiring to go to college are considered in the report, *The Veteran and Higher Education*, by the director of war mobilization and reconversion (U.S. Government Printing Office, 1946).

William J. O'Donnell, city messenger of Boston, has written *College and Research Libraries* that his office is ready to distribute free, to libraries, documents issued by the various city boards and departments.

College and Research Libraries is planning a special issue in honor of Charles H. Brown, who has retired as librarian of Iowa State College. A committee has been appointed to collect material for this issue. The committee is composed of E. W. McDiarmid, Robert W. Orr, and Maurice F. Tauber.

The Illinois Unit of the Catholic Library Association continues to publish *The Illinois Catholic Librarian*. Published three times a year, this official organ of the Illinois unit contains association news and articles on library practice and procedure.

Toby Cole, librarian of the American Russian Institute, has compiled an annotated bibliography, "The Soviet Union in 100 Books." This useful list runs to eleven mimeographed pages and all titles listed are in English. Miss Cole is at present preparing a directory to Russian collections in American libraries. She would appreciate it if libraries holding Russian materials would communicate with her.

Review Articles

Education for Librarianship

Education for Librarianship; Criticisms, Dilemmas, and Proposals. [By] J. Periam Danton. [New York City] Columbia University School of Library Service, 1946. 35p.

It is both satisfying and encouraging to find the number of high-quality publications dealing with education for librarianship steadily, if slowly, increasing. The latest is from the pen of the new dean of the University of California School of Librarianship. It was written while he was a visiting lecturer at Columbia. Its purpose is "to enumerate and examine what appear to be the principal defects, criticisms, and dilemmas—most of them by no means new or original—to examine in some detail causes and effects and, more particularly, to suggest possible remedies and solutions" (p. 6).

Dr. Danton has twelve criticisms of present-day education for librarianship to make. These are first enumerated (p. 6-7) and then discussed in some detail (p. 8-22). Most of the critical remarks have to do with programs of instruction. Library schools, says the author, are trying to do too much in one year. Curriculums are overcrowded, partly because of a fantastic attempt on the part of the schools to be all things to all students. Mere techniques are still overemphasized, in spite of recent changes and improvements, and little or no distinction is made between clerical and professional aspects of librarianship. We cannot expect our library schools to turn out graduates who are thoroughly equipped and solidly grounded for any one type of position because the curriculums have too great breadth and too little depth. And we cannot expect library school graduates to possess strong subject specialization and real scholarship, even in face of an unfilled demand for such people, because the library schools generally do not develop such characteristics in their students, in part due to the fact that programs of instruction are insufficiently integrated with the offerings of other departments on the campus. All this adds up to the fact that the library schools are not

educating for leadership in the profession nor are they training administrators. Finally, as regards the master's degree in librarianship, Dr. Danton says that the "curriculum has been, in the main, no more than a specialized extension of the B.S. curriculum, rather than a true, graduate-level broadening and deepening of the professional stream" (p. 7).

However valid these criticisms may be, it is not with them that we need to occupy our attention here so much as with the constructive suggestions with which the pamphlet ends. For the last dozen pages have to do with problems which must be thought through if we are to develop a sound program of education for librarianship. So important are the ideas presented in the closing pages that we can only wish the author had described them at considerable length.

Dr. Danton distinguishes three different levels of librarianship and maintains that appropriate educational programs should be developed for each. The lowest of these levels he calls the technical or subprofessional service. Junior colleges are capable of providing the elementary and technical training necessary for this service; and in this connection Dr. Danton points out that there are already 121 of these institutions offering courses in library science. The second level is constituted by the middle service, the members of which are "librarians." Existing Type I and Type II library schools can provide the necessary preparation for people in the middle service, provided they pay more attention to principles of administration and the social implications of the library and less attention to technical routines. The third or highest level of service is called the administrative-specialist. An entirely new educational program for candidates in these two fields should be undertaken by the Type I and perhaps some of the Type II schools. The work would take a year and a half, at the end of which a master's degree would be awarded.

National examinations are proposed for admission to the highest training programs.

For Type II schools to qualify to give instruction in this area, high standards of curriculum, support, and faculty (at least three full-time full professors are specified) would be set for accreditation. Dr. Danton suggests that a number of super-professorships are desirable in our library schools. He says that "the prestige and quality of professional education would be enormously increased by four or five such professorships, at \$10,000 to \$12,000 each" (p. 34).

As part of this program of reform, the Type III library school would cease to exist. This proposal will not please those who have recently been arguing for an increase in their number.

The basic question Dr. Danton has posed for us is whether or not we have a middle service in our libraries. For if we grant this, the educational aims of our library schools can be clarified accordingly and their instructional programs be made so much the more effective. The Germans recognized such a level of service and planned their library school programs with definitely limited aims. But we have left the question unanswered, although we have discussed the matter from time to time, until now it is put before us in a forcible way; and we should not rest content unless we win through with a satisfactory answer.

I believe that Dr. Danton is on right ground entirely when he proposes his three levels of instruction. It makes sense to say that we ought to turn to terminal education to provide trained personnel to take care of the routine operations of our libraries, just as we ought to exploit high schools, manual training schools, and filing schools for clerical workers of various kinds. With the emphasis on routines so removed, existing library schools could then be strengthened and developed to prepare people for the middle ranks. And last but not least, we need to develop new and specialized programs for library administrators and subject specialists. How we are to do this, and where it should be done, are important matters that call for clear thinking and sure action.

We may not agree with Dr. Danton in regard to all the details of the triple program, especially the administrative-specialist part. But at this stage details should be kept in the background so that we may concen-

trate on the broad issues. The author has done education for librarianship a distinct and important service by presenting these fundamental issues for our serious consideration.

The pamphlet should be read and studied carefully by librarians generally, whichever branch of the service they may be in. They will find in it many topics of interest not touched upon in this review, such as, for example, the proposal for national certification of librarians.—*Andrew D. Osborn.*

Education for Librarianship: Criticisms, Dilemmas, and Proposals. [By] J. Periam Danton. [New York City] Columbia University School of Library Service, 1946. 35p.

The opening paragraph in which Dr. Danton limits his inquiry especially to academic librarianship disturbed me. If this restriction was necessary because the broad scope of training problems required some delimiting I have no questions to raise regarding the author's approach to the subject. If on the other hand it implies that present training is more inadequate for the reference-research services than for the general community educational services, my observations impel me to object quickly. For the Detroit Public Library which operates what is tantamount to two distinct libraries—one for reference and research purposes and the other for the furtherance of mass education—it has been more difficult to recruit and develop a staff competent to appraise the needs of heterogeneous library patrons and to stimulate and guide in a meaningful way the reading of such people than it has been to secure and develop a staff of comparable excellence for reference-research work, except in a few unusual subject fields. The more definitely defined knowledge requirements of the reference staff, the more highly developed tools and methods used in that service, and the *relatively* similar character of the patrons to be served—in short, the intensity of the latter type of work—contrasts sharply the extensity of knowledge of books and of people required for true professional service in the former type of work. I know this point of view will not be readily accepted by many of our professional colleagues, largely I believe, because many leaders high in professional circles are without an understanding of the basic philosophy funda-

mental to a popular educational service. They see that service in terms of book circulation, whereas I am referring to a professional service of a type too rarely achieved in public libraries of today.

Beyond Dr. Danton's first paragraph, however, I found myself in almost complete accord with the author. He has defined the problem admirably and the framework of his proposals can be readily adapted to meet the training requirements for general public library service. In fact, if I were to characterize the monograph in a few words, I would call it one of the most important documents issued on this subject within my professional experience. Certain differences of opinion exist, of course, but they are not fundamental.

Three points in particular I wish to underscore as appearing important to me:

1. The effort to have one curriculum, with slight leeway for electives, serve all our professional needs has persisted too long. Inevitably in such a system the training objective is low, for it is influenced by the mediocrity of average standards of performance in the profession.

2. The sharp differentiation between skilled technicians and professional librarians is eminently sound. Small libraries will probably never be able to maintain three levels of staff members—clerks, technical assistants, and professional librarians—but the larger institutions cannot achieve their best development without such a plan. The recommended training program set up by Dr. Danton I am not competent to judge. It appears plausible, though my own thinking had led me to visualize the training for professional librarianship as something that would be secured after two or three years of successful experience in actual library service.

3. The fear that libraries will not provide opportunities for the highest level of professional competence to me seems ill-founded. Libraries can and will adapt their staff organizations once superior people become available. I am sure, however, that they cannot and will not accept even the superior training here referred to as the total of preparation required for filling key positions in our larger institutions. Experience with the public, with a staff, with book collections, is important for leadership. I stress this point because I have at times detected in some educators a feeling of resentment because able students with more than average training and native ability are not immediately placed in positions of command when they leave school. For various reasons that would be

impractical and it should be so recognized by faculty advisors.

In concluding this brief comment let me say that until some significant change is achieved in training—something as basic as the plan proposed by Dr. Danton—we cannot expect salary levels in libraries to move far beyond their present status. The past few years have brought important changes in the matter of compensation for librarians. From this point on a high level of professional performance will be necessary to secure the larger recognition we associate with other professions. As in all activities, proven competence must precede the claim for greater rewards. Dr. Danton's proposals point a way to divorcing the clerical and skilled activities from what we now broadly refer to as professional librarianship. Once this is accomplished and the elements of true professionalism in library service will begin to mature, the inadequacies we now complain of will gradually and naturally disappear.—*Ralph A. Ulveling.*

Progress & Problems in Education for Librarianship. By Joseph L. Wheeler. [New York City] Carnegie Corporation of New York, 1946. 107p.

The library profession in America, and indeed everyone who is concerned to any significant degree with libraries and their services, is again indebted to the Carnegie Corporation for a vivid and illuminating essay on the training of librarians. The report prepared by Joseph Wheeler in 1946 will take its place alongside the Williamson report of 1923, as a careful, intelligent appraisal of the conditions which exist today, and, if Mr. Wheeler has nothing so concrete as Williamson's recommendation that library schools be moved to universities, his report nevertheless embodies suggestions of potentially far-reaching consequences to American librarianship.

In attempting to grapple with any problem and find a solution to it, it is frequently desirable to set down as compactly as possible all of the criticisms or problem areas involved. This service is performed admirably by Mr. Wheeler, who seems to know, or to have heard at first hand, all of the faults and shortcomings which are ascribed to training for librarianship as it is found today. To a

limited degree these weaknesses, if such they be, are evaluated and in some cases methods of counteracting them are suggested. In other cases, evidence is presented to show that present practices in the better library schools have already met the criticism.

But this study does more than simply recount the current criticisms of education for librarianship. It notes and stresses, as the two areas which are most in need of emphasis in our library schools, (1) administration and (2) knowledge of books. This is putting the accent where it belongs. Librarians have achieved the unenviable reputation of knowing only the covers of books; the knowledge of books, the belief in their power, and the conviction of the importance of familiarity with the contents of books seems somehow to have been lost in the process of assembling huge aggregations of books and making them amenable to control through classification, cataloging, and charging systems. If librarianship is a profession, if it has intellectual content, that content consists of more than a knowledge of techniques; it consists, as well and perhaps to a greater degree, of a sound knowledge of books, their insides, as well as their covers."

There is an unending debate as to whether or not it is possible to train administrators. Whatever the answer may be to this question, it seems clear that it is possible to train men in the methods which have been used by successful administrators. The end result of such training may or may not be a good administrator, depending perhaps on personal factors which cannot be changed or developed by training. But library school courses in administration all too frequently are catchalls for topics or aspects of librarianship which do not fit neatly into other parts of the curriculum. Wheeler stands for a strong course in administration which concerns itself with the essentials of the administrative process, and it is to be hoped that a course based on his outline will be developed shortly.

The basic and most serious problem of the library profession today is its inability to attract a sufficient number of first-rate recruits. Wheeler has various suggestions for recruiting, but it is doubtful if any of them go directly to the heart of the problem or constitute in any sense a way out of the diffi-

culty. It seems clear that the fundamental problem of the profession is still economic—beginning salaries are too low, salary advancement is too slow and too restricted, and the number of positions which pay really attractive salaries is too small. The solution of this problem is not ready made, but it must be found eventually in higher salaries based on stronger qualifications and on demonstrated ability.

Wheeler finds little that is good in the Type III library schools. No doubt many of his censures are deserved by some of the schools, but it is also true that some, if not many, graduates of such schools are turning in top-drawer performances in some of our major libraries today and are doing work on a par with that of graduates of Type I and II schools. It is also true, it appears, that a fair percentage of the candidates for the master's degree in Type I schools were in the first instance graduates of Type III schools.

In his conclusion Wheeler states that the library profession "needs a complete review of services, lacks, and dangers, not in statistical or descriptive but in evaluative form." It is to be hoped that this recommendation will be acted upon promptly by a group of imaginative men of broad interests and sympathies who may be brought together and directed by a vigorous and intelligent chairman under the sponsorship of one of the foundations.

Those who look to the Wheeler report for a panacea will be disappointed; those who seek instead a review of the present situation and some sound suggestions for the future will be encouraged. All will know that the author who concludes his study with this paragraph has his feet firmly on the ground and views both the present and the future through the eyes of experience and sound common sense:

There is no quick answer to education for librarianship. The old-fashioned idea of discipline and hard work is valid still. In 1946, just as in the past, we need a sincere conviction that books, reading, study, and thinking are the foundation of progress; that knowledge and love of books made the keystone to librarianship. If librarians are so persuaded, then libraries will be better prepared to serve their function in society.

Stephen A. McCarthy.

Subject Headings for Naval Libraries

Subject Heading List for Naval Research Libraries. 2d ed. Planning Division, Office of Research and Inventions. Edited by Jerrold Orne and Grace Swift. [On cover: Executive Office of the Secretary. Navy Department, Washington] January 1946. v, 499p. (Photoprinted)

According to the introduction, the headings in this list are "derived from the analysis of . . . research reports issued by the Navy, War Department, and the Office of Scientific Research and Development." Additional statements in the introduction are as follows: "It is not intended to be a complete list in any one field. . . . It . . . is probably the most complete available list . . . verified by specialists, in the fields of Electronics, Explosives, Ordnance, Tropicalization, Aeronautics, Photography, Metallurgy, Chemical Warfare, and other fields relating to naval science. . . . This is a specialized list. . . . For a general library this list would have to be used in conjunction with a more general list such as the *Subject Headings Used in the . . . Catalogs of the Library of Congress*, 4th ed. This edition . . . bears the stamp of authenticity by virtue of the painstaking efforts of many distinguished scientists."

From the introduction also it appears that this list is to be the basic authority for the analytical cataloging of "an estimated 200,000 reports." The introduction uses the word "indexing" throughout, but it is clear the process meant is listing the entries on cards which are to be distributed to "each cooperating agency." These agencies, presumably, will arrange the entries as in a dictionary catalog.

The editors are to be praised for their venture, however tentative, in a field of technological terminology restricted to new and rapidly changing inventions, processes, and concepts, in which arise problems more difficult and baffling perhaps than any other confronting professional classifiers and catalogers.

The list contains approximately 7500 headings and reference entries; none of the headings are defined except occasional headings followed by limiting words enclosed in curves. The great majority of the headings are special to an extreme degree, although numerous

terms found in the Library of Congress subject heading list, 4th ed., are included. There are 193 subject headings beginning at the first entry under "Rocket" and running through "Rockets, Window," which is the last of the inverted entries beginning with the word "Rockets." This does not include 102 cross references to headings alphabetized elsewhere such as "Ballistics, Rocket," etc. Incidentally, the coordination of the various "Rocket" entries is better than any developed heading found elsewhere in the list.

For the purpose of this evaluation, a test of the list was made under several subjects to determine the extent of coordination given to the numerous entries which were contributed by scientists and others. In this short search many headings were found entirely without coordination; many headings which should have been listed, if only to refer from, are entirely wanting. "Ordnance," one of the special fields, is not listed in the alphabet; its absence is conspicuous as it would carry references to its principal branches and to allied entries which are listed, such as "Artillery," "Bombs," "Fuses," "Guns," "Projectiles," etc.

Numerous instances are found where synonymous or practically synonymous terms are used as headings without connecting cross references. The following headings and references dealing with the various kinds of radio interference, man-made, atmospheric, or due to functional defects of apparatus, are reproduced here from the list with all accompanying cross references:

- Anti-jamming.
- Atmosphere—Disturbances.
- Electricity, Static.
- High-frequency noise *see* Sound, High frequency.
- Hum—Suppression.
- Interference *see also* Jamming; Noise.
- Interference, Radio *see* Radio interference.
- Jamming *see also* Countermeasures.
- Jamming, Radio fuze.
- Jamming transmitters.
- Noise *see also* Sound; Sound-proofing.
- Noise, Radio *see* Radio interference.
- Radar—Interference.
- Radar—Jamming.
- Radio—Atmospherics.
- Radio—Countermeasures.

Radio—Interference *see* Radio interference.
 Radio—Jamming.
 Radio—Noises.
 Radio—Static *see also* Atmosphere—Disturbances.
 Radio interference.
 Radio receivers—Noises.
 Static.
 Static electricity *see* Electricity.
 Vacuum tubes—Noises.

The above, which is typical, is not itself complete but is complete enough to show how material may be scattered among several practically synonymous headings. It also shows strikingly that coordination of related headings has been very sparingly done. The reference from "Static electricity" to "Electricity," which should be to "Electricity, Static," is one of numerous similar references to a general subject when a specific subject is intended. Other examples include cases where both the heading in use and the one referred from are general terms used in this list to cover a specific application or meaning. Cases in point are "Success *see* Probability," "Chaff *see* Window," "Worms *see also* Gears."

Another example showing failure to use cross references and the need for revising and defining terms is the following (headings and references are reproduced as listed):

Lights, Pistol.
 Lights, Very signal *see* Flares, Signal.
 Pistols, Signal.
 Pistols, Very signal *see* Pistols, Signal.
 Signal pistols *see* Pistols, Signal.
 ["Signals, Pistol" does not show.]
 Signals, Pistol rocket.
 Very pistol *see* Pistols, Signal.

No listing is found under "Marine engines," although the headings "Engines, Marine" and "Ships—Engines" are used. Such cases are numerous.

In some cases an abbreviation is used for an explosive or chemical; in other cases the full name is used, which results in listings such as: "Hexogen *see* RDX," but "HND *see* Hexanitrodiphenylamine," etc. A "formula index" is given on page 489 "for use in the indexing of organic compounds," which recommends the use of chemical formulas for organic compounds and carries instructions for arranging them. Groups of letters used as headings or references to other headings

are frequent, e.g., "ASW *see* Anti-submarine warfare," etc. These headings are printed without periods and are arranged as true words, without references from their alternative positions. Incidentally, UEP is the preferred heading for "Underwater electrical potential" but no reference from "Underwater electrical potential" is found among the 23 listings beginning with the compound word "Underwater."

From the beginnings of language, semantic difficulties have plagued mankind, often confusing our most profound philosophers. Catalogers and classifiers of printed material have especially felt the need of limiting in some way the coverage of terms used professionally, catalogers doing so for the most part by referring in their subject catalogs to the term chosen for a particular concept or thing from all possible alternatives. In addition, many subject heading lists contain some definitions and "scope" entries. All the resources suggested by knowledge, skill, and experience are constantly called upon to avoid scattering material under various synonymous or practically synonymous headings and to direct even the expert searcher to closely allied headings which he may have confused with the heading he is examining.

If, in the compilation of a subject heading list, this is only partially done, the list is reduced proportionally to an alphabetized but indiscriminate mass of suggested terms. Terminology in technical fields, even in the older and long-established branches, is often confused even in the usage of experts. The writer of these observations has known more than one ordnance expert to call his masterly treatise on ordnance "A Text-book of Gunnery" or "A Treatise on Artillery;" more than one has called his essay on ballistics, "An Essay on Gunnery." "Navigation" has been used by many authorities when "Commerce" was meant, by others when "Shipping" would have been better, and still others have confused "Navigation" with "Seamanship." (Parenthetically, the list being reviewed contains the reference, "Avigation *see* Navigation," the intent being to refer to "Navigation, Aerial.")

In the newer technical fields such as "Electronics," etc., not only is the confusion multiplied many times, but terms employed by the inventors of various devices are quickly re-

placed by different terms used for improved or altered types, alternative terms and nicknames spring up on every side literally by the dozen. Anyone attempting to compile an authoritative list of such terms for use by independent groups of indexers or catalogers must accept the necessity of very nearly complete coordination as a minimum requirement.

The individual headings listed in the work under discussion are, beyond question, acceptable to the various individual scientists or agencies who contributed them, but as their contributions are in similar or related fields they duplicate and contradict each other in many instances.

This list may become a basic authority in the fields covered after duplications under varying terms have been eliminated, closely related concepts connected with references, terminology as used in headings clarified by expansion, limitation, definition, or by reference to a standard technical dictionary (attention being paid meanwhile to the commonly

accepted meanings of the terms, especially the broader terms). As it stands, the list seems to be merely an alphabetization of headings and references submitted by various contributors, with very little coordination. This is a great disappointment, as something authoritative is needed in these fields. The *Engineering Index*, *Industrial Arts Index*, Voigt's *Subject Headings in Physics*, and the L.C. *Subject Headings for the Aeronautical Index* (1940), all well done, remain our best sources of special headings, although they do not have the coverage in detail of the newer concepts which the list under review attempts.

Even so limited, the list will be of value to the careful cataloger who understands its limitations and characteristics, and it may even become, eventually, the forerunner of an authoritative cataloging tool for libraries specializing intensively in the fields covered and a reference work of considerable value to catalogers in more general libraries.—*James M. Saunders.*

The Value of Library Surveys

Report of a Survey of the University of South Carolina Library for the University of South Carolina, February-May 1946. By Louis R. Wilson and Maurice F. Tauber. Columbia, University of South Carolina, 1946. 134p. (Mimeographed)

The criticism has been advanced that the literature of library surveys, relatively new as it is, has already fallen into a rut; that each new survey merely repeats the same old patterns; and that if you have read one, you have read all. There is some justification for this attitude since many of the institutions surveyed do have similar organization, similar inadequacies, and therefore similar problems, which in many instances call for similar recommendations regarding correction or improvement. Another criticism which has been directed toward library surveys is that, in the final analysis, all of them resolve themselves into a plea (variously supported) for increased financial support. This criticism, also, is not without substance.

It might, however, be a healthful undertaking for us to view critically these criticisms for a moment: Actually, the strongest

proponents of the survey as a scientific study of a library situation have consistently proclaimed it to be primarily an effective instrument for increasing support. And to quarrel with either the instruments of measurement or the basis of recommended correctives is to refute library economy, not library surveys; for the good survey will employ as much as is pertinent of library economy per se, and in its judicious choice and expert application of proper selections from total library science to a particular library situation a survey may be best evaluated. It is the survey review or criticism rather than the survey itself which has fallen into a rut.

The individuality of a library survey is not readily apparent unless the reader is familiar with or interested in the library which has been surveyed. The reason for this is that the survey, being aimed at nonlibrarians for the most part, is of necessity a *teaching* and an *implementing* instrument as well as a measuring device. Much of its teaching must be quite elementary, resulting in a work which holds little interest for the librarian, unless the whole work should suddenly be brought

alive because of a real interest in the particular library under consideration. In this respect the library survey has a great deal in common with many other measurements, such as the audit, for example, or perhaps, the growth record of one's infant—exciting measurements, which, however, seem to leave our neighbors severely calm.

Since the library survey is such a particularly individualized undertaking, its adequacy must be determined in relation to the institution under study. The University of South Carolina survey could hardly be improved upon in regard to the selection of study objectives, devices for measurement, manner of approaching the problems, and in its patient (but not laborious) teaching. The South Carolina library survey escapes the principal danger, ever-present in such a work, of having the surveyors' recommendations discounted as extreme, when the surveyors merely intended to be substantial. Another escaped danger is that of ignoring, at any time, the fundamental fact that the university library is an institutional service agency. The greatest contribution toward implementation which a survey can make is methodically to show the faculty, the deans and directors, and the administration, once and for all, that the library budget is not competitive. The surveyors in this instance never lose sight of this fundamental fact and each item of increased expense is justified on its service basis. In leaving out any lengthy history of the institution, and even of the library, those responsible for the survey show a satisfying sense of institutional awareness. This same awareness is shown throughout the survey, and no recommendation is so designed or so phrased as to affront the fine traditions of the state's university. Truth, however, has by no means been compromised and a careful rereading of some of the milder sounding passages will show anyone at all familiar with the Univer-

sity of South Carolina libraries that certain recommendations are indeed radical, in the Conant or Jeffersonian sense, at least.

The overtone is one of general helpfulness, to an institution that is trying to help itself, as is, indeed, precisely the case. It may well be, after all, that the best way to judge the effectiveness of a survey is to wait five years and then see what actually happens. In the case of South Carolina the outcome may not prove to be very embarrassing; for some of the recommendations made by the surveyors are already under serious consideration by the university and several are already under way. In this last connection the survey is slightly vulnerable, as not too fine a line is drawn between what should be begun and what should be simply completed. The authors acknowledge a certain indebtedness to the recent Peabody survey, which attempted to sketch all six state tax-supported institutions of higher education in South Carolina, but they fail to take advantage of some of the corrected data of comparison with other Southern state universities. To these two negative comments might be added a third: it is unfortunate that the report was mimeographed with such apparent haste that it was not too carefully proofread.

Despite the fact that a few innovations in survey technique are observable here, it must be admitted that surveys *are* very much alike—unless, as already mentioned, one has a particular interest in the library being surveyed. But to add that "to have read one is to have read all" is about as supportable as to contend that one need not hear Heifetz the fourth time, since, after all, he is merely the same man, playing the same old tunes, on the same old fiddle. In the South Carolina study Dr. Wilson and Dr. Tauber have attained a certain artistic perfection with that increasingly popular—and effective—instrument, the library survey.—*William H. Jesse.*

The University at the Crossroads

The University at the Crossroads. Addresses and Essays. By Henry E. Sigerist. New York City, Henry Schuman, 1946. 162p.

A few far-sighted educators of our country

today are aware of the shortcomings of education with respect to both aims and methods. They are actively attempting to implement the rediscovered purpose of education with the

new vision demanded by the developments in atomic research. Now the emphasis is on the development of the whole man—intellectually, culturally, socially, politically, spiritually, and no longer on the pragmatic, on technical skills—on the individual. Educational skepticism ushered in with Dewey seems to be gradually giving way to vision in education: dynamic leadership has already made great inroads into one weakness, the freely elective collegiate program; but even here much remains to be accomplished. In the levels of formal education, emphasis appears to have been on undergraduate education, while secondary and graduate education have been almost totally neglected. Yet graduate education is vital to the advance of civilization, to culture, to the ultimate and lasting peace of the world. We knew this, had taken it for granted, and many of us had become complacent about the job graduate education was doing. Only a few educators were dissatisfied with the direction university education was taking: their cries of alarm on its ills have begun to sharpen our dulled critical attitude on the subject. Outstanding among these few men of vision is Henry E. Sigerist, the author of the book under review. He is no vague theorist, no mere educationist, but rather, a successful administrator, a painstaking and fertile researcher, an educator with sound and practical ideas. His cries of alarm—never Macedonian—concerning the disintegrating forces assailing our university were uttered during the war years (1939-45) and published almost entirely in *The Bulletin of the History of Medicine*, factors which unfortunately limited his readers both as to number and kind. Bringing together in this slender volume these pertinent essays and addresses on the shortcomings of university (specifically graduate) education, author and publisher have contributed a timely service to the many heretofore unreached readers, not the least of whom were those recently occupied with pressing duties in the defense of their country.

Disintegrating forces are assailing the university from all sides. In language clear, pointed, concise, the author convincingly shows in his essay written in 1944, "The University at the Crossroads," what these forces are. Inasmuch as the author presents his more pregnant ideas on the ills of education in

this essay, the reviewer considers it pertinent to deal at length with its contents. Of the factors which have set university education back, one, the author states, is the loss to research of many of the more mature faculty members who, misled by a misguided patriotism, had entered the armed forces or had engaged in some kind of war work. Another disturbing factor threatening the university, the author points out, is the uncritical acceptance by many members of university faculties of the ingenious teaching methods that have been devised for the services with such surprisingly good results. But let us not be fooled, Sigerist warns, for there is a world of difference between these new methods and the methods which help students to develop a critical attitude toward the world and to develop their own philosophy of life: it is the difference between *indoctrination* and *education*, a difference which the services themselves recognized. The author further views with alarm the tendency for our universities anxiously to avoid touching upon any subject that seems in the least controversial. But academic research in a free country, the author elaborates, is characterized by the seeking for truth for truth's sake, irrespective of whether the results may have any practical consequences or not. The clash of ideas, the frank unrestrained academic discussion, is a way to bring us closer to the truth.

Although the university is at the crossroads and the disintegrating forces that are assailing it from all sides are overwhelming, the author thinks we can save it by: (1) ensuring that it, and particularly the graduate schools, remain the nation's most active centers of independent scholarly research and be ready to approach any important subject even if it should happen to be controversial at a given moment; independent research institutes should supplement but should not supplant these centers because such a development would be fatal to the university; (2) ensuring that graduate education be infinitely more than the imparting of technical knowledge: it must be *education*, it must prepare students training for the professions to play their part in society. To assist in accomplishing this the author is convinced that we shall have to emphasize the study of the classics in the various disciplines. That is to say, education

must be built upon a historical foundation, else the students will not be able to understand or appreciate the present society in which they are called upon to play an intelligent part, for a study of contemporary life without historical and philosophic foundations remains superficial and meaningless. That this rediscovered objective is valid can be seen, in this reviewer's opinion, in its active endorsement by a growing number of our leading, enlightened universities. And it is encouraging to see this objective play such an increasingly important role in our library schools.

In another far-sighted essay, "The University's Dilemma," written in 1943, the author is concerned that faculty members outstanding in research abilities are being "rewarded" with administrative duties in the form of department headships with the consequence that they are thus removed from the ranks of the creative and fertile researchers. This has produced the dilemma about which Sigerist feels deeply, for unless a solution is found, the researchers will desert the universities and these, because university education becomes sterile the moment it is divorced from research, "will become educational mills imparting second-hand knowledge" (p. 62). The reviewer sees great possibilities in the author's suggestion of a solution wherein he envisions the university department "not in terms of a hierarchy but of a cooperative, highly specialized group in which the main researchers will have the least administrative burden" (p. 65). Throughout this essay the author logically elaborates the thesis (F. A. Ogg, *Research in the Humanities and Social Sciences*) currently gaining favor in educational circles—even among deans of library schools—that the best teachers are the ones who are active researchers.

The reviewer quite agrees with Sigerist that we must look to our *new* university to produce the enlightened leaders which our country urgently needs, the university whose objective is to produce the educated man and not merely highly competent technicians and specialists "imbued with traditional prejudices, unable to think independently outside of their narrow specialty, and frequently indifferent toward public affairs" ("Failure of a Generation," p. 7). This has special and significant application to the library profession.

Who can refute the author's charge that the dearth of able leaders during the second to fifth decades, when the world was—and still now is—in an upheaval, must be laid at the doors of the university of that day which then was motivated by "educational" utilitarianism? That our universities have been guilty of just this, producing narrow specialists unprepared for civic duties, unwilling to assume responsibility, and entirely ready to leave the welfare of society in the care of professional politicians, is the core of the author's address entitled "University Education" (1939). One of the chief offenders in this respect, it is encouraging to see the library profession and its schools currently de-emphasizing mere training in techniques and giving greater weight to the dual requisites: (1) a broad education with its attendant awareness of the political, sociological, civic, economic, cultural, religious implications on society (its clientele); and (2) subject specialization with its attendant research implications. Two essays, "War and Culture" (1941) and "Commemorating Andreas Vesalius" (1943), deal with the importance of culture in the reconstruction work ahead. What institution other than the university, this reviewer asks, is so well equipped—with its teachers *and* its books—to carry the torch of culture in these dark days?

Since the library implements the aims of the university, the implications of Professor Sigerist's volume for the library profession are clear. The problems and crises confronting the university must demand the immediate and closest cooperation of the university librarian as well as that of the educators and administrators if the university is not to decline as an active center of research, as the source of first-hand knowledge. The university librarian must assist in finding the solutions to these problems if the very prestige and stature of his office, the importance of his growing collection of source materials, the significance of the library itself as an institution, are not to diminish and fall away.

This timely, challenging volume contains essays and addresses which are masterpieces of clarity, simplicity, and objectivity—and in this last respect, a sharp contrast to Abraham Flexner's not impersonal charges against the American universities (*Universities: American, English, German*)—the while penetrating to the core the more glaring shortcomings of

university (specifically graduate) education in this country. It is the reviewer's conviction that it will become clear to all who read, understand, and evaluate this volume that the university is needed today more than ever, and especially as an agent in preserving the peace, nor is it too late, so it seems (the undersigned is optimistic), for the university

to help secure it! The author has given us a solid, penetrating, valuable volume on a timely subject. The reviewer considers it a powerful and significant addition to the small but growing literature produced by thinking men who, mindful of the dangers besetting the university, are doing something to save it.—*William A. Kozumplik.*

College and University Libraries

College and University Libraries and Librarianship. An Examination of their Present Status and Some Proposals for Their Future Development. Prepared by the College and University Postwar Planning Committee of the American Library Association and the Association of College and Reference Libraries. William H. Carlson, chairman. Chicago, American Library Association, 1946.

The publication of full-fledged volumes in the college and university library field occurs rather infrequently. Consequently the appearance of a new addition to our bibliography is something of an event and is bound to be seized upon eagerly by academic librarians. When such a new publication offers less than we had hoped, disappointment is correspondingly keen.

The disappointment involved in the volume under review lies in the fact that the study offers virtually nothing which will be new to college and university librarians who are acquainted with our professional literature of the past decade or two. Such persons will presumably already be familiar with what has been written concerning the "fundamental principles which have governed, or should govern, the sound administration of libraries," and will find little with which they are not already familiar in the "extensive attention and evaluation . . . given to the past and present status of college libraries and librarianship" (Preface, p. v). The statement just made certainly applies to the chapters on "Acquisition, Organization and Use of Library Materials," "Cooperation and Coordination in the Profession," "Philanthropy and College Libraries," "Professional Organizations," "Professional Literature," and "The College Library Building." These chapters constitute more than two-thirds of the study.

While the work is avowedly directed to the practicing librarian, it is the reviewer's opinion, for the reason already stated, that it is much more likely to be useful to library school students and to those just entering upon their professional careers. To such persons the historical discussions of the subjects taken up in the chapters referred to should be of real help, obviating the necessity of wading through a large amount of periodical and pamphlet publication. The present status, as well as the historical aspects of these topics, is covered adequately and comprehensively, though succinctly.

Three chapters which are of more than historical interest and do provide a considerable amount of new or newly-treated material are those on "Library Expenditures and Standards of Support," "Books in the Libraries," and "Characteristics and Education of Personnel." The subject matter of these chapters, which is probably sufficiently indicated by their titles, is especially well handled. Many of the data and the conclusions and opinions based upon them are challenging and thought-provoking.

Comments and questions on a few specific statements may be in order: Although total expenditures in proportion to population for college and university libraries have increased, as the study points out, during the past fifteen years, that increase is in absolute figures and it is problematical whether there is anything like a corresponding increase in the materials and services that libraries have been able to procure as a result (p. 11); the inclusion (p. 18-19) of recommended standards promulgated twenty years ago is of doubtful value since those standards, if not in need of upward revision at the least, now demand reappraisal and re-evaluation; librarians of the great university and other scholarly libraries will

probably look askance at the suggestion (p. 30) concerning vigorous weeding and discarding; in connection with the "proposal for a carefully developed book collection for the use of undergraduates" (p. 33), Harvard's plans might well have been cited; there is very little evidence to support the categorical statement (p. 37) that librarians "have as often as not been guilty" of buying extensively in some narrow specialty, leaving behind them accumulations of books that will be little used by anyone else; some readers might well wish for a reference to or authority for the statement in the first paragraph on page 46

and that in the last paragraph on page 47; the data in Table 10, page 74, showing that 16 per cent of the personnel in 826 higher educational libraries have more than one full year in an accredited library school certainly do not support the statement on the following page that "16 per cent . . . have had two or more years of instruction."

The volume is well and clearly written, each chapter is followed by a list of recommendations, which are, however, for the most part not new, and there is a seven-page bibliography which should be useful.—*J. Periam Danton.*

Reading and Book Buying

People and Books: A Study of Reading and Book-Buying Habits. Henry C. Link and Harry Arthur Hopf. Book Industry Committee, Book Manufacturers' Institute, 1946. 167p.

In the fall of 1944 it was anybody's guess whether the boom in book buying would continue after the war, decline gradually, or collapse. Faced with shortages of material and personnel and with the prospect of heavily rising costs, the book industry, in order to protect its heavy investment in plants and organization, needed facts about book reading and book buying upon which to base accurate estimates of future market trends. With the cooperation and financial backing of all branches of the book industry, a consumers' survey on a national scale was conducted jointly by two independent research organizations, the Psychological Corporation and the Hopf Institute of Management. *People and Books* is a report of the findings of this study by the men who served as joint directors.

Conventional public opinion polling techniques were used in gathering data. These are fully described. A questionnaire containing 63 items (reproduced in the report) that had undergone eight pretests in the field was administered by a total of 235 interviewers to a stratified sample, consisting of 4000 individuals fifteen years of age and older, of the nonfarm, civilian population of the United States. This was supplemented by two shorter questionnaires used in interviewing 225 book dealers and distributors and 100 college and university administrators (the latter to

obtain facts relevant to the publishing of textbooks).

The main body of the report consists of a series of simple tables and graphs, showing percentages of people in the consumers' group who answered the questions according to each of various alternatives, with accompanying text describing and interpreting these statistics. Basic breakdowns are made according to recency of reading, income level, education, age, sex, and religious background. The questions deal with such matters as frequency of reading, types of books and subjects read and preferred, physical characteristics and price of last book read, where and how books are obtained, book ownership, price preferences, how and why books are selected, time spent in reading as compared with other activities, comparison of recent with estimated future book reading and buying. "Correlations" are reported between some of these variables, apparently from inspection of the percentage data, but no coefficients of correlation are given.

The major conclusion is that "everything in our survey points to a long-term gain in the reading, and therefore in the purchasing, of books." The validity of this inference might be questioned. Years of formal education appear to be more closely related to frequency of readership than any other variable, although there is some relation between frequency of reading and socio-economic status. The authors predict a pronounced trend toward increased reading of nonfiction. They also anticipate the creation of a huge market

for low-priced books, side by side but not in competition with the existing market for higher-priced books. They conclude that people will buy books that interest them, without too much regard for price (does this account for the \$10 price set on their own volume!).

The authors recommend that studies of this kind be repeated at intervals of a year or two. Librarians will agree that no one survey in this field can be regarded as definitive. Indeed, so fast have world events moved, that the data for this study, collected between May 21 and June 8, 1945, were obsolete before publication. They were gathered in the closing moments of the pre-atomic age, just after V-E Day, but before the bomb fell on Hiroshima. Moreover, they were obtained while millions of American men whose reading interests and habits are known to have been materially affected by their military experience were still overseas. Although some

adjustment was made in the sampling quotas, no attempt was made to secure data from this large and influential group of readers. Nor is any reference made in the interpretation of the findings to relevant information about American service men gathered by others.

Compared with such studies as Wilson's *Geography of Reading*, Waples' *People and Print*, and Waples and Tyler's *What People Want to Read About*, the present survey cannot but appear superficial, especially with respect to interpretation of findings. The authors seem unaware that other studies of "people and books" have been conducted by highly competent investigators. They make no effort to relate their findings to those obtained in other surveys. In fact, they make no reference whatever to any of the literature in this field. The book is attractively printed and bound but contains neither bibliography nor index.—*Alice I. Bryan.*

Little Magazines

The Little Magazine: A History and a Bibliography. By Frederick J. Hoffman, Charles Allen, and Carolyn F. Ulrich. Princeton, Princeton University Press, 1946. ix, 440p.

Presumably, there could be no little magazines until first there were big ones. The authors of this book point out that the little magazine movement (if it may be called that) began about 1910. Its beginnings, then, coincide with the end of the muckraking era, which, if it did nothing else, established the permanent place in America of the popular, large-circulation magazine; the number of readers of *Munsey's*, *McClure's*, *Everybody's* increased by the hundreds of thousands under the pressure of new journalistic techniques, but when muckraking died the tremendous circulations remained and presently grew even larger. It seems more than a coincidence that in the second decade of the twentieth century the little magazine began to feed on a vigorous and sometimes ostentatious opposition to bigness.

Of this relationship, Hoffman-Allen-Ulrich make nothing at all. Instead, they point out a very creditable relationship to the later history of publishing; 80 per cent of the authors of literary worth in our time, they say,

were first published in the little magazines. It is only fair to add, however, that they define "little" as something more than a matter of size. True, the little magazine lived a precarious, hand-to-mouth existence. Often its only subscribers were its contributors (particularly if you include "would-be" contributors). Sometimes it died a thousand deaths before its final collapse. And collapse, of course, it always did in the end, for if it lived on it was no longer to be considered a little magazine. But they make the further distinction that the little magazine published experimental writing and went in for the latest literary thing. Like a number of the editors they are writing about, they are inclined to prefer the term "advance guard" to "little." The distinction is useful though it may be argued.

In the history which makes up a good half of the volume, little magazines are divided into six classes—poetry, leftist, regional, experimental, critical, and eclectic. Chapters on each type are interspersed with chapters on the historical development of the genre. Some of the magazines to receive extended treatment are *The Double Dealer*, *The Little Review*, *Poetry*, *The Seven Arts*, *Broom*. *The Partisan Review* is presented as a little

magazine that has grown into something else. *The Sewanee Review*, *The Southern Review*, *The Kenyon Review*, *The Yale Review*, and *The Virginia Quarterly Review* are described as "fellow travelers" of little magazines. Not mentioned at all, not anywhere in the book, are such magazines as *The American Scholar*, *The Antioch Review*, *Science and Society*.

Interesting as many of the details are in this section, its ineffective organization and incompleteness make it less important (and useful to librarians) than the latter half of the book, which is given over to a two-part bibliography—the much larger first part to little magazines, the second to the fellow travelers of little magazines—and a first-rate index. Reading the history section, for instance, leaves one quite unprepared to discover that of the 540 little magazines listed in the first bibliography, 134 were published outside the United States—in such countries as England, France, Mexico, Australia, Ireland, Germany, Denmark, and Russia. (An even larger percentage of the fellow travelers are foreign, 43 out of a total of 96.)

The significance of the geographical spread of the little magazine becomes clearer when one examines the informative bibliographical notes under particular entries. Clearly one of the most important results of the little magazine—and in some instances it was an avowed purpose—was cultural interchange between the nations. Translations and critical estimates of foreign authors have been a frequent feature of the little magazine at all

times in the last thirty-five years. Interestingly enough, the authors list the publication date of the first modern little magazine as 1891. They might well have made something of the fact that this was the year in which Congress passed the International Copyright Bill. For the act gave American literature a chance to come of age in relation to other literatures; American writers were freed from the frequent practice of foreign pirating and from the unfair competition that existed when foreign fiction and magazine articles could be republished here without the consent of the authors. The little magazine, more than any other part of the publishing industry, seems to have taken advantage of the opportunity. Be that as it may, cultural and literary interchange with other countries has been as much a mark of the little magazine as the publication of experimental writing.

Digging out the elusive facts about brief, fly-by-night journals published over half the world is not the easiest of tasks, and it was a foregone conclusion that a number would be missed. Yet I am sure of only one omission—*The Wastebasket* published in the Middle West (at St. Paul?) about the end of World War I. For the care of detail and intensive labor lavished on their bibliography, the authors (and presumably Miss Ulrich in particular) are to be congratulated. For the literary researcher and the librarian they have provided a wealth of material which should be useful for some time to come.—Paul Bixler.

Books and Libraries in Wartime

Books and Libraries in Wartime. Edited by Pierce Butler. Chicago, University of Chicago Press, 1945.

In the spring of 1944 ten lectures were delivered under the auspices of the Graduate Library School, University of Chicago, to describe the impact of war on libraries, books, the press, radio, and motion pictures. The volume under review, published a year and a half after the event, contains eight of the lectures, well-edited by Professor Butler. It is unfortunate that they did not appear in print earlier. Timeliness is of minor importance in presenting results of systematic

research, but a collection of essays on current trends and events loses much of its value by delay in publication. The fact that some of the contributors did pay attention to postwar problems, however, renders publication at so late a date somewhat more justifiable.

To university and research librarians, the contributions by MacLeish, Beals, and Butler will be of greatest interest. MacLeish's statesmanlike address shows how vital research libraries are to the security of a free nation. Library materials should not serve any particular group but the entire generation of living men. Such an ideal is to be

reached through world-wide interlibrary loans aided by photographic reproduction, more regional union catalogs, and international division of responsibility in acquisition policies.

Beals describes, in impressionistic fashion, the effect of war on university libraries, with special reference to the destruction of research collections, cuts in student enrolment, disruption of faculties, restriction on construction of new buildings, depletion of library staffs, increased government publishing, and the closing of foreign book markets. For the postwar period he predicts reduced reliance upon library classification and wider use of subject catalogs and bibliographies. He is also concerned about the distribution of confidential and secret documents after military security restrictions have been removed, a problem today handled on a national scale by the Office of the Publication Board, U.S. Department of Commerce, although not quite in the fashion envisaged by Beals in 1944.

Butler's attention is focused on war's destruction of rare books, manuscripts, historical records, and the dissolution and reshuffling of library collections. His elegantly written account is enriched by anecdotes and illustrative historical references. Impartial observers might question his statement that the westward stream of rare books from Europe to the United States during the inflation following the First World War was a "glorious" chapter in American library history.

Brandt deplores the tendency of publishers to cater to the taste of the masses, although he fails to show how such a trend is related to the occurrence of war. More concerned about "culturally worth-while" books than profits, he expresses the opinion that reading will reduce the "cultural lag in the United States," but leaves the reviewer in the dark as to his definition of "cultural lag" and fails to specify in what manner reading is to contribute to the process.

Contrasting best sellers of the two World Wars, Carnovsky concludes that World War II produced better and more serious books. In addition, he attempts to describe what

the general public read in World War II. A week's circulation of a suburban community library (Montclair, N.J.) is taken as partial evidence for such inferences as the following: More women and fewer draft-age men borrowed books; most books borrowed were of recent date; no evidence of a return to religion; greater interest in books on Russia than Japan. Comparison with a prewar sample of library loans in terms of categories related to some meaningful sociological or psychological hypothesis might have brought to light additional and more reliable facts about book borrowing during the war.

The inequities and excesses of military censorship are criticized by Mowrer, his special target of attack being the Navy. To improve conditions he enumerates the principles that should govern the administration of war correspondents. Although admitting that war reporting was not always objective and fair, he commends newspapers for having done a good job.

Lasswell discusses the use of radio and movies as political weapons, with special reference to German propaganda. He stresses the importance of monitoring of broadcasts and advocates quantitative analysis of the content of communications, adding little to the methodology outlined in his previous publications.

Trautman's straightforward report on the Army library program includes a list of book selection principles, slightly oversimplified. He expresses the hope that reading habits developed by soldiers will be carried over into civilian life.

On the whole, the volume covers too wide a territory without sufficient penetration. Books contributed heavily to the war effort. Libraries in combat areas were destroyed. Academic libraries in the United States were neglected during the war. Public libraries lost some patrons. Freedom of speech was curtailed. These are some of the themes elaborated on by the contributors, but objective evidence still remains to be presented.—*Robert H. Muller.*

MINUTES OF THE BOARD OF DIRECTORS, A.C.R.L., JUNE 21, 1946

The Board of Directors of the Association of College and Reference Libraries held a second meeting on Friday afternoon, June 21, in the Statler Hotel, Buffalo.

Directors present were: President Blanche Prichard McCrum; Vice President Errett Weir McDiarmid; Treasurer Vera Southwick Cooper; Secretary Charles V. Park; A.C.R.L. directors Ralph Eugene Ellsworth and Stanley Pargellis; A.C.R.L. representative on the A.L.A. Council Florence M. Gifford. Section chairmen present were: Helen M. Brown, of College Libraries; Harold Lancour, of Engineering School Libraries; Wave L. Noggle, of Junior College Libraries; Eleanor Weir Welch, of Libraries of Teacher-Training Institutions; and Eugene H. Wilson, of University Libraries.

Others present were Charles H. Brown and A. F. Kuhlman, of the Committee on the Relations of the A.C.R.L. to the A.L.A.; newly elected vice president William H. Carlson; and the College Libraries Secretary Nellie M. Homes.

President McCrum turned the meeting over to Charles H. Brown, chairman of the Committee on the Relations of the A.C.R.L. to the A.L.A.

Mr. Brown stated that the committee must give attention to means of informing members on the differences between the A.C.R.L. and the A.L.A. He added that circular letters are expensive, but that it may be necessary to use them.

Mr. Brown called attention to the fact that the S.L.A. withdrew from the A.L.A. because they wanted a voice in the affairs of the Association. He said that his committee prefers not to leave the A.L.A. but that it hopes the A.L.A. will modify its ideas on relations with divisions.

Mr. Brown then asked the board to consider the following problems:

- (1) The duties of an executive secretary
- (2) Location of the office of the executive secretary
- (3) Budget required to set up office of executive secretary with necessary secretarial help.

The following is a summary of the opinions

expressed on the duties of the executive secretary.

Mr. Ellsworth thinks the executive secretary should stay home and give attention to the work of college and university libraries. He believes that he should help select research projects and find people to do them, and that he should serve as a coordinator and guide for professional groups.

Mr. Pargellis stated that the office should not be at A.L.A. Headquarters, and that it should avoid absorption by the A.L.A.

Mr. Kuhlman remarked that the work of the office should follow the report of the policies committee headed by Carl M. White. He believes the executive secretary should work with leaders of each of the sections of the A.C.R.L. and also with educational associations. He suggested that the office be located in a university where all levels of education are represented. He would prefer it at a university with a graduate library school where graduate students could work on research projects. He thinks we should insist on enough money for a first-class full-time man.

Mr. Carlson thinks the combination *colleges* and *reference* is illogical. He questions asking a university to house our headquarters. He believes the executive secretary should travel enough to keep in touch with the work of the sections.

Mr. Wilson thinks that we would be welcome at one of the large university libraries. He believes that a full-time man will be required in the beginning.

Mr. Noggle thinks the executive secretary should advise the sections.

Miss Welch thinks the office should give advisory service to college administrators.

Mr. Lancour thinks that the executive secretary should organize, guide, and lead the work of the sections. He believes the job requires a full-time man.

Miss Brown agrees that a full-time person is needed, particularly in the beginning. She thinks the executive secretary should help define the objectives of the sections and should help make sectional members feel that they are a part of the association.

Mrs. Cooper thinks we need a full-time person, and that the office should be away from A.L.A. Headquarters.

Secretary Park suggested that one of the minor duties of the office should be to keep a roster of A.C.R.L. members and handle much of the correspondence now handled by the elected secretary. President McCrum disagreed with this suggestion.

Most of the directors agree that the executive secretary should not be at A.L.A. Headquarters. Most of them think the office should be at some university, preferably near Chicago.

Opinions as to the amount required to operate the office for a year varied from \$11,000 to \$17,500, with most of the directors voting for an annual budget of \$15,000.

Mr. Brown thinks we need a blueprint of the work of the A.C.R.L. He proposes that we have a committee which will make such a blueprint on the basis of Mr. White's report. Mr. Brown asked if the task should be undertaken by his committee, by a new committee, or by a subcommittee.

Mr. McDiarmid would prefer to have the entire job done by the present committee.

Mr. Kuhlman prefers working through sectional heads.

Mr. McDiarmid moved that *Chairman Brown be authorized to delegate this study to part of his committee or to a subcommittee*. This motion was seconded and was approved by vote of the directors.

Mr. Brown expressed the opinion that it

would be helpful if we could analyze the activities common to all libraries, and pick out those that are peculiar to college and reference libraries.

Miss McCrum suggested that we make a study of liberal education and what libraries can do to advance it.

Voted that the official name of Mr. Brown's committee should be *Committee on the Relations of the A.C.R.L. to the A.L.A.*

Voted that the *directors approve the payment of the bill for the stenotyped record of our business meeting*.

Mr. McDiarmid suggested that the name of the association should be changed to Association of College and Reference Librarians. No vote was taken on this suggestion.

Mr. McDiarmid, as the new president, asked for suggestions as to how our representative at the A.L.A. budget meeting should be chosen. Voted that *President McDiarmid appoint a representative to attend the A.L.A. budget meeting*.

Mr. McDiarmid asked if we should attempt a general meeting at the Midwinter Conference. Several of the directors expressed the opinion that we should have a general meeting at that time.

Mr. McDiarmid then requested the directors to send to him later the names of persons qualified to serve on the various A.C.R.L. committees.

Meeting adjourned.

CHARLES V. PARK, *Secretary*

A.C.R.L. Nominating Committee for 1947-48

All members of A.C.R.L. are invited and urged to participate in the nomination of officers for A.C.R.L., 1947-48.

The Nominating Committee for 1947-48 will welcome suggestions for qualified nominees for the following offices:

Vice President (President-elect)

Secretary

General Director (one to be elected)

Representatives on A.L.A. Council (two to be elected)

Kindly send names and qualifications to any member of the Nominating Committee.

MABEL L. CONAT, *Chairman*

MRS. EVELYN STEEL LITTLE

WAVE L. NOGGLE

MAURICE F. TAUBER

NEIL C. VAN DEUSEN

MINUTES OF THE AGRICULTURAL LIBRARIES SECTION, JUNE 17, 1946

Chairman Emily L. Day, U.S. Department of Agriculture Library, presided at the meeting of the Agricultural Libraries Section on June 17, 1946, in Buffalo. The attendance was twenty-five.

There were no committee reports since the committees having discharged their duties had been discontinued and no new committees had been appointed.

In a talk entitled "State College Library Trends toward University Library Status," Jackson Edmund Towne, State College, East Lansing, Mich., discussed this trend as evidenced in the expansion of the curriculum and in the offering of Ph.D. degrees in a greater number of fields and in the subsequent demands on the library for research collections.

A paper entitled "Some Objectives of the Agricultural Libraries Section" was read by Edmon Low, State Agricultural and Mechanical College, Stillwater, Okla. Mr. Low stated that the objectives and work of the section are derived from the objectives and work of the agricultural college libraries.

He discussed the great extent to which the agricultural library serves and contacts citizens of the state as well as its opportunity to stimulate reading among the students. Among the problems of the agricultural libraries discussed by Mr. Low were: planning of functional buildings, maintenance of a well-trained staff, securing of a better salary

scale, stimulating reading, and extending the influence of the library.

Mr. Low listed as a major objective of the section, the discussion of these and similar subjects, both at conferences and in print, and also the promotion of acquaintance among agricultural college librarians.

In the discussion which followed, Ralph R. Shaw, U.S. Department of Agriculture Library, stated that it is the function of his library to collect all material on agriculture and to make it available to the people of this country. This is being done increasingly through the library's bibliofilm service. The *Bibliography of Agriculture* is issued by the department library to keep agricultural workers informed about what is happening in their field throughout the world.

F. Donker Duyvis, International Federation of Documentation, The Hague, Netherlands, spoke of the diazo process of reproducing publications which makes it unnecessary to maintain a large stock of publications in order to have them "in print."

Officers elected for the following year are: chairman, Edmon Low, librarian, State Agricultural and Mechanical College, Stillwater, Okla.; secretary, Irene Fetty, chief, Circulation Section, U.S. Department of Agriculture Library, Washington, D.C.; director (for a three-year term), Jackson Edmund Towne, librarian, State College, East Lansing, Mich.

IRENE FETTY, *Acting Secretary*

Association of College and Reference Libraries

Section Officers for 1946-47

Agricultural Libraries

Chairman: Edmon Low, Librarian, Oklahoma A. & M. College, Stillwater
Secretary: Irene Fetty, Chief, Circulation Section, U. S. Department of Agriculture Library, Washington, D.C.
Director: Jackson Edmund Towne, Librarian, Michigan State College, East Lansing

College Libraries

Chairman: Helen M. Brown, Librarian, MacMurray College, Jacksonville, Ill.
Secretary: Mrs. Frances Lander Spain, Librarian, Winthrop College, South Carolina College for Women, Rock Hill
Director: Clarence S. Paine, Librarian, Beloit College, Beloit, Wis.

Engineering School Libraries

Chairman: William L. Hyde, Jr., Librarian, Illinois Institute of Technology, Chicago
Secretary: Helen M. Focke, Librarian, Case School of Applied Science, Cleveland
Director: Harold Lancour, Librarian, Cooper Union for the Advancement of Science and Art, New York City

Junior College Libraries

Chairman: Mary Harrison Clay, Librarian, Northeast Junior College Division, Louisiana State University, Monroe
Secretary: Mrs. J. W. Agee, Librarian, Corpus Christi Junior College, Corpus Christi, Tex.
Director: B. Lamar Johnson, Librarian, Stephens College, Columbia, Mo.

Reference Librarians

Chairman: Florence M. Gifford, Head, General Reference Division, Cleveland Public Library
Secretary: Margaret O. Meier, Duluth Public Library
Director: Margaret Hutchins, Assistant Professor, Columbia University, School of Library Service, New York City

Libraries of Teacher-Training Institutions

Chairman: Emma Wiecking, Librarian, State Teachers College, Mankato, Minn.
Secretary: (Miss) Lyndal Swofford, Acting Librarian, Western Illinois State Teachers College, Macomb
Director: Ethel M. Feagley, Associate Librarian, Teachers College, Columbia University, New York City

University Libraries

Chairman: Jens Nyholm, Director of Libraries, Northwestern University, Evanston, Ill.
Secretary: Lewis C. Branscomb, Assistant Librarian in Charge of Public Services, University of Illinois, Urbana
Director: Eugene H. Wilson, Director of Libraries, University of Colorado, Boulder

Association of College and Reference Libraries Officers for 1946-47

President: Errett Weir McDiarmid, Librarian, University of Minnesota, Minneapolis

Vice President: William Hugh Carlson, Director of College Libraries, Oregon State System of Higher Education, Corvallis

Secretary: Charles V. Park, Librarian, Central Michigan College of Education, Mount Pleasant

Treasurer: N. Orwin Rush, Librarian, Clark University, Worcester, Mass.

Past-President: Blanche Prichard McCrum, Librarian, Wellesley College, Wellesley, Mass.

Directors: Jeanette H. Foster, Associate Professor, Drexel Institute School of Library Science, Drexel Institute of Technology, Philadelphia

Stanley Pargellis, Librarian, Newberry Library, Chicago

Benjamin Edward Powell, Director of Libraries, Duke University, Durham

A.C.R.L. Representatives on A.L.A. Council: Edith M. Coulter, Associate Professor, School of Librarianship, University of California, Berkeley

Florence M. Gifford, Head, General Reference Division, Cleveland Public Library, Cleveland

Mrs. Eliza Atkins Gleason, Chicago

Homer Halvorson, Librarian, Johns Hopkins University, Baltimore

G. Flint Purdy, Librarian, Wayne University, Detroit

Harriet Dorothea MacPherson, Librarian, Smith College, Northampton, Mass.

Isabella K. Rhodes, Assistant Professor, Library Service, Retired, Columbia University, New York City

Louise Savage, Acting Director, Rare Books and Manuscripts Division, Alderman Library, University of Virginia, Charlottesville

Grace van Wormer, Assistant Director, State University of Iowa Libraries, Iowa City

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Prepared by David K. Easton

Columbia University Libraries

Abbreviations

app't—appointment
biog.—biography
cat.(s)—catalog(s)
circ.—circulation
coll.—college
l.(s), ln.(s)—library(ies), librarian(s)
port.—portrait
ref.—reference
rev.—review(er)
univ.—university

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